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ABSTRACT

The nine units in this guide are intended to assist educators in utilizing the best available sources for curriculum planning and classroom instruction of communication concepts for the adolescent. The format is uniform: each unit begins with an introductory statement followed by a list of instructional objectives, a content outline, suggestions for learning activities and instructional assessment, and a list of references and materials for the teacher. The units are based upon the developmental level of the adolescent and the context influences that have a strong force at that state of the adolescent's life, namely family and peers. Specific topics covered in the units are: the bases of communication, intrapersonal communication, interpersonal perception, semantics and communication, listening, nonverbal communication, small group communication, family communication, and peer relationships. (FL)

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A RESOURCE CURRICULUM IN INTERPERSONAL COMMUNICATION

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FOREWORD

The Wisconsin Department of Public Instruction in cooperation with the Wisconsin Communication Association has, in recent years, planned for the development of a series of teacher resource units in communication arts. Interpersonal Communication is the third publication in this series. This resource unit includes several components of interpersonal communication. Each component is organized for the teacher to include: an introductory motivational statement, a set of instructional objectives, an outline of content, a group of learning activities, an assessment, and a list of references and materials.

The major objective of these resource units is to provide curriculum materials which can be used directly by classroom teachers. Of course, the ultimate objective of these resource units is to improve communication skills of students in Wisconsin schools. To this end, the authors of Interpersonal Communication have directed this resource unit to assist teachers of adolescents.

The authors and the Department of Public Instruction welcome feedback from those teachers who use this resource unit.

Arnold M. Chandler, Director
Bureau for Program Development

INTRODUCTION

Sixteen-year-old Michael stares coolly at the handcuffed wrists he extends before him. He refuses to respond to the perplexed public defender across the desk. He thinks to himself, "Yes, I hear you dude ..sitting there in your fancy three-piece suit. No, I ain't botherin' to say nuthin'. How can I explain why I got into this jam again? I don't even know that. All I do know is they got me in adult court now and that means the big time - not a trip to Wales for a little vacation."

Fifteen-year-old Amy tries to fight back the tears as she shakily signs the form in front of her. Abortion. Somehow she never thought the word would affect her life like this. She thought these people would care, maybe even talk her out of this or ask her why. It's all too easy..."I want to explain why..." she mumbles as the nurse leads her to the dressing room. "Did you say something?" The nurse turns around but in the same movement glances at her watch. "We can't keep the doctor waiting. You know you were twenty minutes late." Amy sighs and slowly begins to undress.

"I'm going to be honest with you Mr. Heinen. I really would like a good paying job - like somewhere's around fifteen thousand. And a vacation. I'm planning a trip out west with my girl right after graduation, so I need three weeks vacation right away." Joe looks the personnel director in the eye, only to see his straight-forward approach met with a cool glance and sarcastic, "I appreciate your honesty Mr. Robinson, but I really don't think our company is for you."

What do these young people have in common? They are three teenagers who find themselves inarticulate, unable to analyze their thoughts, feelings, and actions appropriately in emotion-packed, important interpersonal situations. They are exercising the rights and privileges accorded to them by the courts and legislatures: 1) the right to abortion on demand without parental consent; 2) the right to trial as an adult after juvenile jurisdiction is waived; and 3) the right to hold a full-time job after turning sixteen. These are rights and privileges of the adult world, often times thrust upon the adolescent who is totally unprepared emotionally and who lacks communication skills.

A few short years ago, adolescents were under parental supervision with little or no responsibility for their actions. The recent lifting of restrictions in choice of life style has not freed American teenagers; on the contrary, it has complicated their lives by forcing them into making mature decisions on serious matters without the capabilities to do so. During early adolescence, John Conger explains, humans are just becoming capable of abstract thought.[1] They are just beginning to be able to arrive at several hypotheses for a given situation and because of this, may entertain unusual hypotheses for longer periods of time. Although rights and privileges extend to all teenagers, it is important to consider the fact that not all progress is at the same rate or level of cognitive development. Emotional maturity is dependent on cognitive development.[2] Erik Erikson speaks in terms of emotional maturity when he defines the essential task of adolescence as the establishment of one's own identity and avoidance of role confusion.[3] Standing midway between personal independence and continued dependence upon parents, teenagers commit acts of emancipatory behavior.

The crises to which the adolescent is exposed are so varied and so critical that it is not uncommon for personality disturbances to occur in this period of life.[4] Adolescents know that they must commit themselves eventually to a choice of intimacy with another and must, in addition, make an occupational decision. They may find themselves in conflict between desires and prohibitions of family and society. Some adolescents attempt to maintain the illusion of youth, refusing to believe that the passage of time will affect choices or ability to find opportunities in industry and to acquire skills. Fear

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[1]John Conger, *Adolescence and Youth: Psychological Development in a Changing World*, New York: Harper & Row, 1973, p. 160-162.

[2]Ibid, p. 163.

[3]Erik Erikson, *Identity: Youth and Crisis*, New York: Norton & Company, 1968, cited in Conger, p. 20.

[4]Arthur P. Noyes, *Noyes' Modern Clinical Psychiatry*, 7th ed., Philadelphia: W.B. Saunders Company, 1968, p. 47-48.

and insensitivity to competitive activity may develop as well as a fascination with undesirable and dangerous figures; hence, the growth of juvenile delinquency.[5]

Dr. Joan Lipsitz of the Learning Institute of North Carolina in a nationwide study of programs and research in early adolescence (ages 12-15), concluded that the United States as a whole has neglected and even mistrusted the adolescent who, incidentally, is in an age bracket in which the birthrates are rising.[6] She blames researchers and educators for the serious problems of this most misunderstood age group. These problems include the fact that slightly over one half of those arrested for serious crimes in the United States are under 18; suicide, drug abuse, and alcoholism are also on the rise in this age group. She credits the neglect of those in early adolescence to the adult fear of the changes the adolescent is experiencing. Dr. Lipsitz is not totally a prophet of doom. She sees great energy for educators to channel:

> At the same time there are some very reassuring statistics; these years (12-15) are a time of great potential for modeling, as well as negative influences.[7]

Only recently the adolescent has been recognized as having peculiar diseases and psychological problems. Medical schools are finally offering adolescent specialties to their students who formerly specialized in either pediatrics or adult medicine. The legal profession has tuned its attention to juvenile law and federal funding for adolescent rehabilitation is growing. So too must the education profession make itself aware of adolescents and endeavor to guide them in the most important skill they will ever use: communication within self and with those who populate the immediate world.

The adolescent, already described as being in the throes of adulthood with limited experience and cognitive capabilities to cope with adulthood, has to be provided with an appropriate framework within which to analyze and interpret the situations of his/her ever-changing life. The first job interview, the first love relationship, and the first major authority figure confrontation have a universality that makes material for many comedians, yet they can be emotionally scarring to many individuals who are unable to examine the dynamics of these situations and to verbalize about them. The study of intrapersonal communication, the communication within self, and interpersonal communication, the face-to-face spontaneous interaction between two or more people, should address those needs of the adolescent who is asking "Who am I" and "Who am I in relation to others." A course in interpersonal communication does not attempt to solve the problems of adolescence; instead, and more importantly, it will provide students with a process through which they can view their individual communication experiences and somewhat ease the important choicemaking situations which confront them.

This guide has units specifically chosen to address the interpersonal communication needs of the adolescent. It intentionally excludes noninteractive communication topics such as media and public address. The encounter group, sensitivity groups, and similar training programs are not included due to qualities that make them atypical interpersonal situations. Although written communication is recognized as vital to effective communication, it is not included as a separate study.

The guide is intended to assist the teacher in utilizing the best available sources for curriculum planning and classroom instruction of communication concepts tailored to the adolescent. It is designed for flexible use. Some instructors may want to include only selected units; others may want to create an entire course in communication. Materials have been included to permit an instructor to spend as long as four weeks on a favorite unit, although an instructor may decide to spend only three days on a unit less suited to the needs of the students. The format of the guide is as follows: each unit begins with an introductory statement followed by instructional objectives, a content outline, learning activities, instructional assessment, and a list of references and materials for the teacher.

The rationale for this format lies in the interest of the student. Each introduction briefly describes adolescent needs for the communication skill covered in the unit. Behavioral objectives identify student skills and behaviors to be accomplished by the end of the instructional unit. The content

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[5]Ibid, p. 47.
[6]Reported in William Delancy, "Study Rips Neglect of Ages 12-15," *The Milwaukee Journal*, February 15, 1977, Sec. 1, p. 1, col. 2.
[7]Ibid, Sec. 1, p. 6, col. 4.

outline provides the teacher with a basic body of information needed to accomplish the previously identified objectives. The learning activities are an outgrowth of the content outline so that the objectives can be met through use of the activities. Finally, the instructional assessment section reflects the initial behavioral objectives. Specific tests and activities are identified as means of demonstrating attainment of each objective.

Units included in this guide are based upon: 1) the developmental level of the adolescent, and 2) the context influences which have a strong force at this stage of the adolescent's life, namely the family and peers. Units of the guide are:

"The Bases of Communication"
"Intrapersonal Communication"
"Interpersonal Perception"
"Semantics and Communication"
"Listening"
"Nonverbal Communication"
"Small Group Communication"
"Family Communication"
"Peer Relationships"

The authors prefer this sequence; however since one of the aims of this guide is flexibility, instructors should not be concerned about omitting various units or shifting the sequence to fit personal preferences.

This guide is intended to facilitate fulfillment of the following general objectives of the interpersonal communication instructor:

1) To provide theories and language for analysis of the adolescent's communication behaviors, establishing the potential for choosing alternative modes of communication behavior.
2) To create a climate where the adolescent will generate self-confidence in communicating with others and become willing to risk self-disclosure.

More specifically, we view objectives of a course in interpersonal communication to be:

1) To increase the adolescent's capacity to trust self and others;
2) To increase the adolescent's ability to verbalize the ownership of feelings;
3) To guide the adolescent in an awareness of the meaning of meaning and effectiveness of language;
4) To provide effective listening techniques that will create supportive climates in an adolescent's life;
5) To increase the adolescent's sensitivity to nonverbal cues;
6) To increase the adolescent's capability to perform effectively in small groups with special attention to peer groups and family groups;
7) To improve the adolescent's capacity to provide and accept systematic feedback.

The direct effects of planned communication instruction are indeterminate, especially since the learning of communicative behaviors takes place long before a child enters a classroom as well as on the streets and in the home outside the class.

However, the teacher of interpersonal communication has the opportunity to reach students where they "live" and thereby to have considerable impact on their futures. That is something that can't be said about every course in the high school curriculum. The teacher of interpersonal communication has this advantage over many other teachers and an awesome responsibility to the students. This guide is intended to assist the teacher in using this advantage and meeting the responsibility. We would enjoy hearing from you as you find success and failure with the guide.

Ruth M. Cimperman
Richard E. Barnes

UNIT ONE

BASES OF COMMUNICATION

INTRODUCTORY STATEMENT

"I heard you and Jack broke up last weekend."

"Who told you that?"

"Jack did. It must have been some fight to cause you two to break up."

"We had a fight but we didn't break up. I never gave him the impression that I never wanted to see him anymore."

"That's not what he's telling everyone at school today."

"I'm going to find him and straighten him out. He has no right to be spreading tall tales around."

Taking for granted that what we say is understood in the same way we want it to be is an error that is committed by all of us. Our daily experiences confirm that many well-intentioned messages lead to misunderstandings with perhaps serious consequences. The great potential for inaccurate communication lies in all of us since we can be careless communicators, oftentimes unaware of how listeners process our messages. At the same time we are not aware of all the cues that can help us understand how a message is received. Ineffective communication, due to many factors, is a phenomenon that exists because a person has not attained full communication potential as a sender or a receiver of a message. An overall understanding of the process of communication, the factors involved, and how these factors function is the first step in cultivating a sensitivity to the art of communication.

In order to more fully understand the dynamics of communication, it is necessary to formulate a framework from which this communication can be viewed. The framework should be flexible enough so that it fits the interpersonal communication situation and provides an adequate foundation for theoretical considerations. This model must also show that interpersonal communication is a process, a dynamic, ongoing phenomenon with multiple variables.

Many models of the communication process have been developed and instructors are urged to utilize the sources at the end of this unit if they feel the need to provide students with models.

It is important to note that communication models have disadvantages as well as the advantage of simplifying a complex event. A disadvantage might be that the model simplifies and perhaps distorts. Some variables may be left out or perhaps given unequal representation in a model. It is also important to remember that a model is never the process itself. Students should not be told that the communication process <u>is this model</u>; the model serves its purpose only in generating insights into the communication process, not by giving it mere representation. Teachers should encourage students to add to the models presented as well as to develop their own models of the interpersonal communication process.

INSTRUCTIONAL OBJECTIVES

1. Without the use of notes, the student will be able to define human communication.
2. Without the use of notes, the student will be able to explain the term "dynamic" as applied to human communication.
3. Without the use of notes, the student will be able to explain how human communication is a process.
4. The student will be able to give an example of human communication and illustrate how it is both dynamic and a process.
5. The student will be able to explain intrapersonal communication in his/her own words.
6. The student will be able to give an original example of intrapersonal communication.
7. The student will be able to explain interpersonal communication in his/her own words.
8. The student will be able to give an original example of interpersonal communication.
9. Without the use of notes, the student

will be able to define the term "source" as a communication variable.

10. Without the use of notes, the student will be able to list the factors that determine the operation of the source as a communicator.
11. Given exposure to a film or brief skit illustrating a verbal exchange between two people, the student will be able to describe how the communication skills of the participants influenced the interaction.
12. The student will be able to analyze a recent interpersonal exchange and describe how his/her communication skills affected the interaction.
13. Citing an example from personal experience, the student will be able to explain how knowledge about the subject of a message and the audience for the message influenced how he/she communicated.
14. Citing an example from personal experience, the student will be able to explain how his/her social system - friends, groups, background - determines how he/she operates as a communicator.
15. The student will be able to explain how culture determines an individual's skills, attitudes, and groups by citing his/her own cultural communication heritage and comparing it to a communication heritage unlike his/her own.
16. Without the use of notes, the student will be able to define the term "message" in relation to the source.
17. Without the use of notes, the student will be able to define the term "code" in relation to communication.
18. The student will be able to illustrate what is meant by code of a message by citing an original example.
19. Citing an example from personal experience, the student will be able to explain how attitudes toward audience, self, and subject affect his/her communication.
20. In order to illustrate what is meant by the level of difficulty of code, the student will be able to provide an original example of a specific message given in a code for a specific audience.
21. The student will be able to discuss the processes of content selection and organization in the planning of a speech or a paper.
22. The student will be able to illustrate the concept of treatment of the message through providing an original example of giving the same message to two different audiences.
23. Without the use of notes, the student will be able to define the term "channel" in the communication process by relating the term to the other variables in the communication process.
24. Without the use of notes, the student will be able to list the types of channels available to human communication.
25. The student will be able to explain how communication can be enhanced when more channels are used through giving an original example from experience as teacher or learner.
26. Without the use of notes, the student will be able to list examples of "one to many" communication channels.
27. The student will be able to illustrate how the channel can alter the meaning of a message by providing a specific example of one message sent through more than one channel.
28. Without the use of notes, the student will be able to define what is meant by external and internal noise in communication.
29. The student will be able to provide a specific example of internal noise he/she has experienced that day.
30. The student will be able to provide a specific example of external noise he/she has experienced that day.
31. The student will be able to explain how the presence of noise increases attention by providing a personal experience of this phenomenon.
32. Without the use of notes, the student will be able to define the term "receiver" in the communication act.
33. Without the use of notes, the student will be able to list the factors which determine the operation of the receiver of communication.
34. The student will be able to explain how a person's communication skills influence the reception of a message by providing an observation of himself/herself as a receiver.
35. The student will be able to explain how a person's attitudes influence the reception of a message by providing an observation of himself/herself as a receiver of a particular message.
36. The student will be able to explain how a person's knowledge influences the reception of a message by providing an observation of himself/herself as a receiver of a message.
37. The student will be able to explain how a person's social system influences the reception of a message by providing an observation of himself/herself as a receiver of a particular message.
38. The student will be able to explain how a person's culture influences the reception of a message by providing an obser-

vation of himself/herself as a receiver and contrasting this observation with the reception of that same message by a person of a different cultural background.

39. Without the use of notes, the student will be able to define what is meant by the term "feedback" as a communication variable.
40. The student will be able to illustrate how feedback serves as a control of the sender by giving a specific example from student-teacher exchanges.
41. The student will be able to illustrate types of feedback by showing how one response may be sent a number of ways.
42. Without the use of notes, the student will be able to define the term "environment" as it applies to a communication situation.
43. Without the use of notes, the student will be able to list the factors that constitute a communication setting.
44. The student will be able to describe how the setting can influence the formality of a communication by providing an example from personal experience.
45. The student will be able to describe how the setting can influence who may talk to whom by providing an example from personal experience.
46. The student will be able to describe how setting can limit the length of a communication encounter by citing an example from personal experience.
47. The student will be able to explain how setting can influence the comfort of participants in an interaction.
48. The student will be able to explain how setting can influence the content of a message by citing an example from experience.
49. The student will be able to draw an original model of the process of communication.
50. The student will be able to write a description of a specific personally experienced example of effective communication, applying each variable of the communication model to that experience.

CONTENT OUTLINE

I. Human communication is a dynamic process of calling up meaning by the use of symbols.
   A. Human communication is dynamic because each response is influenced by the spontaneous input of the other involved.
   B. Human communication is a process because it is ongoing interaction with another, rather than a single event.

II. Intrapersonal and interpersonal communication are two types of communication.
   A. Intrapersonal communication is communication which occurs within the individual.
   B. Interpersonal communication is the exchange of messages between two or more persons.

III. The Source is the sender of the original message.
   A. All communication must come from a source.
      1. This source might be one person.
      2. This source might be a group of people, even an institution.
   B. There are factors which determine how the source will operate in the communication process.
      1. Communication skills include the ability to think, to write, to speak, to draw, etc.
      2. Knowledge about the subject, audience, etc., affects communication.
      3. Attitudes toward the audience, subject, self, etc., affect communication.
      4. The social system in which a person operates, friends, roles, groups, and social background all determine how a person operates as a communicator.
      5. The culture of a person determines skills, attitudes, knowledge, and social system.

IV. The Message is a group of symbols which carry the meaning intended by the Source.
   A. The message in communication has several subfactors which have to be considered.
      1. The code has to be chosen.
         a. This can be looked at in terms of a given language such as English, German, Spanish, or the language of art, music, gestures, etc.
         b. This can be looked at in terms of a level of difficulty of the code for the audience.
      2. The content has to be selected and organized.
         a. Ideas have to be isolated.
         b. Ideas have to be tested.
         c. Support has to be selected and tested.

d. The ideas and supports have to be arranged.

3. Some treatment of the message has to be determined.
   a. What things should be selected for a given audience?
   b. How can these things best be presented for a given audience?

V. Channel is the means through which stimuli are sent and received between communicators.
   A. A channel can be sound, light waves, heat, odor, vibrations traveling across space.
   B. In one-to-many communication, a channel can be a multiplication of messages through press, radio, television, loudspeaker system, movies, pamphlets, etc.
   C. Communication can usually be enhanced when more channels are used (when more senses are stimulated).
   D. Channel can alter the meaning of the message.

VI. Noise is any distraction occurring during the communication process.
   A. Internal noise consists of distractions occurring within persons involved in a communication experience.
   B. External noise consists of distractions happening outside of persons involved in the communication process.
   C. Some noise increases attention.

VII. The Receiver is the target of the original message sent by the Source.
   A. All communication must involve some receiver.
      1. This receiver might be one person.
      2. This receiver might be a group of people or an institution.
   B. There are factors which determine how the receiver will operate in the communication process.
      1. Communication skills include the ability to think, to write, to speak, to draw, etc.
      2. Knowledge about the subject, audience, etc., affects communication.
      3. Attitudes toward the audience, subject, self, etc., affect communication.
      4. The social system in which a person operates, friends, roles, groups, social background, all determine how a person operates as a communicator.
      5. The culture of a person determines skills, attitudes, knowledge, and social system.

VIII. Feedback is the message sent by the responding communicator as a response to the original message sent.
   A. Feedback serves as a control of the sender.
   B. Feedback may be verbal or nonverbal; e.g., a word of praise or a pat on the back.
   C. Feedback is a sign that a message has been received.

IX. The Communication Environment is an important variable in determining the interaction of participants in a communication situation.
   A. The communication setting refers to the entire circumstances in which communication takes place.
      1. Occasion, such as wedding, funeral, first day of school, is part of the communication setting.
      2. Place, such as restaurant, car, outdoor market, is part of the communication setting.
      3. Time, such as early morning, noon, late evening, is part of the communication setting.
      4. Physical environment, such as damp, musty cellar, or hot, uncomfortable waiting room, is part of the communication setting.
   B. Communication environment influences the interaction which occurs.
      1. Setting influences the formality of the communication.
      2. Setting influences who may talk to whom.
      3. Setting influences the time limits of communication.
      4. Setting influences the comfort of participants.
      5. Setting influences what may be discussed.

LEARNING ACTIVITIES

I. Activities Related to Human Communication
   A. In order that students become more careful observers of communication events, have them keep a journal and record their observations of their own communication. This journal can elicit honest feelings and

observations if kept confidential and the sharing of its contents limited to the instructor on an informal, ungraded basis. In their first entry, students should take note of the bonds that exist and develop between themselves, classmates, and instructor during the course. Observations should include communication skills of self, others, effectiveness of various channels or combinations of channels, etc.

B. The process concept of communication can be discussed when the instructor poses the question of how what is said and done in class that day is really an ongoing event rather than a single event.

C. The dynamism of communication can be discussed in class when the instructor presents the idea that the same play changes each night as the audience and actors change. Students who have been in plays, and even those who have not, can speculate on the reasons for this phenomenon.

D. After the instructor has given an example of a communication model, ask students to draw their own interpersonal communication model. This assignment can be an individual or group product and may take the form of a mobile or some other physical form that will help others understand what human communication is all about.

E. After Activity "D" ask each student or group of students to explain the communication model to the rest of the class. Encourage the audience to evaluate each model by citing what has been left out or unnecessarily included in each model.

II. Activities Related to Intrapersonal and Interpersonal Communication

A. Ask students to become aware of their internal dialogues, the things they tell themselves about themselves.

B. Suggest to students that they spend a half hour in solitude and silence just thinking about themselves. They should ask themselves:
   1. What are my good qualities?
   2. What are my bad qualities?
   3. What events in my life have influenced me?
   4. What people in my life have influenced me?
   5. Where have I been and how do I feel about those places?

C. Ask students to prepare an analysis of their communication activities during one school day from 8 a.m. until bedtime. First, have them write down an estimate of how much time they each spend on each of the four communication behaviors. Then have them keep a record of these behaviors. Students should be reminded that "speaking" includes talking to self as well as to others. Conversations involve both speaking and listening. At the end of the day students should total the time spent for each activity and compare the results with estimates. Discuss the results in class, noting the amount of time devoted to interpersonal communication activity.

Suggested Worksheet for Exercise "C"

	Speaking	Listening	Writing
8:00 a.m.			
8:15 a.m.			
8:30 a.m.			
8:45 a.m.			

	Reading	Other
8:00 a.m.		
8:15 a.m.		
8:30 a.m.		
8:45 a.m.		

D. Ask students to write down their observations of their intrapersonal communication in their journals.

E. Ask students to become more aware of the degree to which they can understand the ideas and viewpoints presented by others; that is, how well they understand with, rather than about, each other. Ask them to observe how this affects communication and to write these observations in their journals.

III. Activities Related to the Source

A. Have students evaluate themselves as communicators in a short essay. They should touch on their abilities to write, speak, draw, etc. Use these themes as discussion stimulators in regard to the need for improving communication skills.

B. Give each student a piece of paper with a topic such as pollution, capital punishment, marriage, divorce, abortion, etc., printed on it. Then

ask each student how he or she would react if they had to give a five-minute talk on that subject. Their individual reactions, some with despair and some with complacency, will illustrate how the knowledge of the subject will determine the performance.

C. After exercise "B" give each student a piece of paper with an audience printed on it. These audiences may include the following: father, aunt, teacher, boss, new friend, etc. Ask the students how the audience will affect the content and manner of delivery of the presentations.

D. Give the same situation (speech to a particular audience) described in exercises "B" and "C." Ask the students to write down their attitudes toward their subject and their audience. Poll the class for results. Discuss how attitudes can affect the communication behavior.

E. Ask students to consider the prospect of being invited to the White House or Buckingham Palace for a state dinner. Ask them to be honest in listing what problems they may encounter as they mingle with various heads of state, noted artists, entertainers, etc., analyzing why some anxiety may occur. The instructor may discuss the function of background in determining how a person operates as a communicator in this situation.

F. Select a major international conflict occurring at the present time (Middle East? South Africa?) and ask the class to explore, through media accounts, the basis for the conflict. Some of the communication problems between the participants in the conflict as well as the students' understanding of it may rest in the diversity of cultural backgrounds. Discuss.

G. Invite a person of foreign background (a foreign exchange student perhaps) to lecture on the difficulties he or she has in adjusting to some of the customs in the United States. Some amazing communication problems, independent of language, occur because of cultural heritage.

IV. Activities Related to Message

A. Ask an artist (painter, sculptor, musician) to lecture on "Art as Communication." Students who are "artists" may be able to deliver a presentation on this subject.

B. Ask students to analyze 20 messages they have received in the past 24 hours through using the form below.

Message	Code	Meaning (of the message)

Discuss the various codes and messages as well as the level of difficulty in understanding the messages.

C. As a class project, ask students to select some inanimate object in the classroom (desk, shoe, book) to serve as the subject for a speech. Each member of the class should present an outline of a one-minute speech on that object. In small groups (three-five members), have students compare outlines and discuss common ground and any common development of the subject. In what ways were the outlines similar? In what ways were they different? Account for the similarities and differences.

D. Pair students. Have them stand face-to-face with eyes closed, touching hands. Tell them to try to send a message or respond to their partners through their hands. No talking permitted. After a minute or two, ask students to describe to their partners what they meant by the hand communication. Discuss how close they came to communication with each other. Were there things the hands said that the partners could not put into words?

E. Communication breakdowns oftentimes occur because the message content is not in an efficient code, treatment, or selection. Comic situations such as those in cartoons are often the result. Ask students to start collecting cartoons which poke humor at these message problems.

V. Activities Related to the Channel

A. Ask students to try the following exercise at home in their rooms, in a library, cafeteria, or park.

1. Close your eyes for a period of ten minutes and listen to every sound you can perceive. List all the sounds you hear.
2. Sit alone and close your eyes. With your hands and body, explore the world immediately around you.

What does it feel like? Is it different from the experience you had as you worked in the same space with your eyes open? Why?

B. Ask students to do the following exercise:
   1. For one day, pay particular attention to what your sense of smell reveals about the world around you. List the odors you were aware of during the day.
   2. While riding as a passenger in a car, bus, plane, or other vehicle, close your eyes and concentrate on your perception of movement. What sensory impressions inform you about changes in speed and direction, about the vehicle itself? List your sensory perceptions.

C. Ask students to give one personally experienced example of the use of each of the following channels of communication: sight, sound, touch, taste, smell.

D. Invite a person involved in medicine (doctor, nurse, paramedic) to lecture on how his/her diagnoses are based upon communication from all the senses.

E. Assign a demonstration speech to the class. Instruct one group of students (approximately one-third of the class) to present their speeches without the use of visual aids or gestures. Instruct another third of the class to give their presentations without the use of a visual aid; that is, they may rely only on their gestures and body movements to present their messages. Instruct the rest of the class to use visual aids, gestures, movements, etc., during their presentations. After all the speeches are given, discuss the effect of the restriction of channels.

VI. Activities Related to Noise

A. Ask students to give two examples of internal noise they have experienced in school that day.

B. Have students describe two examples of external noise they have experienced in school that day.

C. Have each student or groups of students prepare a demonstration in which internal or external noise causes a malfunction in a communication. Ask the audience for suggestions for the elimination of the noise or productive ways of handling the noise.

D. Ask students to identify situations during which the "noise" caused them to increase their attention.

E. If the school has both open and closed classroom situations, it may be helpful for the students to observe these two environments and make observations on the "noise" factors involved. If they themselves have experienced both learning environments, a class discussion of the merits of each type could prove profitable.

VII. Activities Related to the Receiver

A. Have the students evaluate themselves as receivers of communication in a short essay. Discuss these essays in class.

B. Pair students who will share a listening experience in which it would be appropriate to take notes. Ask students to both take notes in the form of an outline, trying to get the meaning of the sender. After the listening experience, have the students compare outlines. Since each student was trying to get the meaning of the sender, the outlines should be very similar. Discuss and note any differences. Speculate on the causes of the differences.

C. For their next journal entry, ask students to observe one member of a small group for a few minutes. Tell them to note a specific verbal message sent by that person. Then they should watch for any nonverbal or verbal cues which accompany or follow the message which further explains what the person meant. Then, in writing, have the students consider how the message could have been interpreted without the latter cues.

D. Conduct a Rogerian discussion in the class. Select a topic for which there are diverse opinions among members of the class. Ask one student to start off the discussion by presenting his/her opinion of the topic under discussion. The student who wishes to respond to the first student must paraphrase the first student to demonstrate that he/she has heard and understood what was intended. It is only until the originator of the statement is satisfied that the second speaker can

express his/her opinion. After a half hour's discussion, stop the experiment and ask students to describe their feelings and frustrations during the discussion.

E. Have the students do the following exercise:
   1. Indicate a close friend of yours who smokes/drinks/takes drugs.
   2. Assume you were concerned about helping that person to stop their habits that are destroying them.
   3. Analyze this person's frame of reference regarding his/her habit in terms of each of the following:
      a. Attitudes
      b. Knowledge
      c. Experiences in social group
      d. Culture
   4. After analyzing the above factors, try to identify a weak spot in your friend which may cause him/her to change behavior.
   5. Write a paper in which you attempt to make that change.

VIII. Activities Related to the Feedback Factor

A. Ask students to draw three abstract figures on three separate pieces of paper. Pair students. Have one of the students take a blank piece of paper and a pencil. This person should not be allowed to see the drawings of the other. Students should then sit back-to-back with one student carefully giving oral instructions to the person with the blank paper so that this person can reproduce one of the drawings on the sheet of paper. The person doing the drawing may not give feedback at any time. After completion, students should compare drawings. Now, they should face each other. The same process with the difference that the other person may now send feedback through nonverbal (nonword) channels. Again, compare the drawings with each other. Repeat the process with a third drawing with the difference being that the persons may send feedback through any channels. Drawings should be compared. Students should then respond to these questions: 1) How were the three experiences different? 2) In quality of reproduction? 3) In your feelings toward each drawing? 4) What do these experiences teach us about the function of feedback?

B. Divide class into groups of nine students. Eight are to join hands and form a closed circle; the ninth is to turn his or her back to the group or leave the room for a moment. The eight persons forming the circle are then to tangle themselves into as many knots as they can--weaving in and out, over and under--but must not let go of the others' hands in the process. When the group is thoroughly tangled, the "sender" is to return to the room or turn back to face the group. In this phase of the exercise, the sender is to give verbal directions to the group, instructing them step-by-step, act-by-act, on how to untangle the knots. The persons in the group are to do exactly and literally what the sender says. They are to ask no questions of clarification; they are to make no comments. After about ten minutes of this process, instruct the members of the group that they may ask the sender for clarification of his/her directions; but again, they must do exactly and only what the sender directs them to do.

   Conduct a discussion around the following questions:
   1. What are the effects of feedback?
   2. Why is feedback desirable?
   3. How does feedback function in interpersonal communication?

C. Ask students to identify and list the ways available to them to give feedback to their instructors. Do they take advantage of the opportunities? Do they see a need for feedback between teacher and student?

D. Ask students to describe or write a skit about a situation in a church, family group, class, or whatever, in which the conditions are as follows:
   1. Feedback is apparent and ignored by the speaker. What is the result in the behaviors of the speaker and his listeners?
   2. Feedback is present and has an effect on the speaker. What is the nature of the behavior of the speaker that results in the response? What is the nature of the behavior of the listeners?

E. Try having the students experiment with nonverbal feedback. Have them vary posture, facial response, and

gestures to show interest, acceptance, disinterest, anger, opposition, etc. Ask them to discuss these poses in terms of effect on speakers, teachers, fellow students, etc.

IX. Activities Related to Communication Environment

A. Awareness of setting can be conveyed by asking students to describe their different reactions to the question, "Is this course as exciting as you thought it would be?"
   1. After a difficult exam
   2. Upon first getting up in the morning
   3. Just after meeting the new principal
   4. Just after an exciting discussion

   Also consider how differently the students would react if the question were asked by:
   1. The instructor
   2. Their father
   3. A close friend and fellow class member

B. Present slides of various arrangements and designs of offices, homes, furniture displays, etc., as a basis for analysis and discussion of how these various settings may influence each of the students to communicate a certain way.

C. Present slides of palaces, mansions, and ghettos to illustrate the notion of social hierarchy. Ask students to comment on the types of communication that would occur in these settings.

D. Ask students to bring in photos or magazine pictures of settings they would find appropriate for:
   1. A romantic evening
   2. A serious discussion on race, religion, politics
   3. A favor to be asked
   4. Meeting exciting people

   As each student describes their settings for these occasions, initiate a discussion accounting for the differences in choice of settings.

X. Activities Related to the Entire Unit

A. Ask students to write a description of a personally experienced effective communication situation applying each variable of the communication model to that experience.

B. Oral or written assignment--Have students describe two examples of communication breakdowns in their own lives, one involving speech, one writing. They should identify the causes of the breakdowns and state what could have been done to improve the communication.

C. As a group, students could write and produce a skit that demonstrates a good communication situation and, using the same plot, a communication situation in which breakdowns occur. Then the students can orally analyze their production for the class. This skit may be videotaped or filmed if facilities are available.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Evaluate each student's communication model to see if the model contains the necessary variables of human communication.

B. Evaluate the student's oral description of the communication model.

C. Evaluate the students' entries in their journals for insights regarding communication factors discussed in this unit.

D. Evaluate the students' analyses of communication activities during one school day.

E. Evaluate the communication skills theme.

F. If speakers are invited to the class, students may be asked to write on the aspects of the presentation that were the most informative. These papers may be evaluated.

G. The lists of sense impressions may be evaluated.

H. Evaluate the students' themes on themselves as receivers.

I. Evaluate persuasive papers (or persuasive speeches if assigned) assigned as exercise "E" in Part VII.

J. Evaluate the essays on feedback present or feedback nonexistent.

K. Evaluate the group skit demonstrating a communication breakdown or effective communication.

L. Evaluate the written analysis of communication variables in a specific communication situation.

M. Evaluate written/oral analysis of a communication breakdown.

II. Students' active participation should be considered in determining the final grade for this unit.

III. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:
   A. Define the following terms:
      1. Human communication
      2. Intrapersonal communication
      3. Interpersonal communication
      4. Source as a communication variable
      5. Message as a communication variable
      6. Channel as a communication variable
      7. Receiver as a communication variable
      8. Feedback
      9. Code
      10. Internal/External noise
      11. Communication environment
   B. List factors that determine the operation of the source as a communicator.
   C. Identify the types of channels available to human communication.
   D. List examples of "one-to-many" communication channels.
   E. List the factors that determine the operation of the receiver of communication.
   F. List the factors that constitute a communication setting.
   G. Draw an original model of the process of communication.

UNIT SOURCES

Barnlund, Dean C., *Interpersonal Communication: Survey and Studies*, Boston: Houghton Mifflin Company, 1968. This text provides a good review of basic interpersonal communication theory and process.

Berlo, David K., *The Process of Communication*, New York: Holt, Rinehart and Winston, Inc., 1960. Although this text is dated, the first three chapters still comprise one of the best introductions to the view of communication as process.

Dance, Frank, and Carl Larson, *Speech Communication: Concepts and Behavior*, New York: Holt, Rinehart and Winston, 1972. Another fine basic text with a detailed presentation of communication process theory.

Fabun, Don, *Communications: The Transfer of Meaning*, Beverly Hills, California: Glencoe Press, 1971. This brief but excellent introduction to the nature of the communication process is delightfully illustrated. It is recommended for students' use as well as instructors' use.

Galvin, Kathleen M., and Cassandra L. Book, *Speech Communication*, Skokie, Illinois: National Textbook Company, 1972. Chapters one and two of this teacher's resource guide provide objectives and activities for a unit on basic communication theory.

Keltner, John, *Elements of Interpersonal Communication*, Belmont, California: Wadsworth Publishing Company, 1973. As a basic text, this book provides a clear introduction to the variables of communication. The exercises at the end of each chapter are especially helpful.

McCroskey, James, Carl Larson, and Mark L. Knapp, *An Introduction to Interpersonal Communication*, Englewood Cliffs, New Jersey: Prentice Hall, 1971. Chapter one of this college-level text provides an explanation of the interpersonal communication process through several classic models.

Ritz, John M., *What is Communications: The Wisconsin Guide to Local Communication Improvement in Industrial Education, K-12*, Madison, Wisconsin: Wisconsin State Department of Public Instruction, 1974. This instructional package is designed to acquaint the student with the elements of communication and how they function in the production of goods and services.

Watzlawick, Paul, Jane H. Beavin, and Don D. Jackson, *Pragmatics of Human Communication*, New York: W.W. Norton and Company, 1967. A serious clinical approach to understanding communication and conflict is presented here. The analysis of the interaction patterns in *Who's Afraid of Virginia Woolf?* is excellent.

Wenburg, John, and William Wilmot, *The Person Communication Process*, New York: John Wiley and Sons, 1973. Interpersonal communication as process is clearly delineated in this readable text.

Audio/Visual Material

Communications (VT)
Telstar, 24 lessons
Instructor: Dr. James Connolly, Associate Professor, Speech and Theatre Department, Hamline University

Interprets stimulus, perception, thought, and response. Individual units and lesson titles are: Unit I: The Cycle of Communication (Importance of Communication Cycle, Stimulus and Perception, Nature of Thought, Response); Unit II: The Nature of Language (Definition, Problems, Listening, One-to-One Communication, Task-Centered Situations, Situational Elements); Unit III: The Use of Languge in Group Situations (Group Communicative Situations, Major Elements, Problem-Solution Methods, Contributions, Discussion); Unit IV: Thinking (Critical Thinking, Reasoning), Unit V: Prepared Discourse (Preparing, Organizing, Patterns, Support, Presentation, Summary).

Critical Evaluation
Coronet, 1972, 11 minutes, b/w and color

Emphasizes the necessity to understand, question, and judge communicative efforts. Stress is given to the receiver's role in the communication process.

Developing Communication Skills (VT)
Telstar, ½ and 1 inch
Instructor: Malcolm E. Shaw, Management Consultant, Wesport, Connecticut

The goal of this series is to improve communication techniques. Titles are: 1. The Communication Process; 2. Communication Patterns; 3. Resistance to Change; 4. Choosing Communication Patterns; 5. Listening; 6. Improving Feedback Skills.

Information Processing
CRM Time-Life, 1971, 28 minutes, color

Dr. Donald Norman, University of California Psychology Consultant, and David Steinberg host this film which isolates and analyzes how people process information at a noisy, crowded cocktail party. Demonstrated theory includes: information reception, language processing, storage, strategies, mnemonics, retrieval, and problem solving.

What's in a Play: Dramatic Action
Bailey Film Associates, 1971, 17 minutes, color

Stressing communication processes, this film views theatre as a form of communication. Questions asked are: What's in a play? How does it engage our interest? The organization of dramatic action is analyzed in terms of the listener and the audience.

Simulations/Games

Information
Academic Games, 45 minutes to 2 hours
Players: 8 and up

This quiz game is used to teach any body of information. Constructed as a "frame game," its rules provide a set of activities and scoring procedures so that players' success in answering questions about some particular topic can be encouraged and recorded. Topics can be adjusted for a wide variety of purposes.

Information Game, The

Didactic Systems

Communication problems occur when message is transmitted from person-to-person. In this version, participants are given colored blocks, sticks, and cardboard screens to work behind. Only one participant is given oral instructions concerning what to build with his/her blocks and sticks. The participant then instructs the person beside him/her who in turn teaches the next, and so on. One by one, the cardboard screens are removed as the instructor focuses discussion on where communication failed and why. The game is repeated with printed instructions for every other participant, who instructs his/her neighbor.

Process

Didactic Systems, 8 sessions of 2 to 3 hours each

A program of eight self-instructional exercises provides a framework in which groups of individuals convene and deal with interpersonal issues.

UNIT TWO

INTRAPERSONAL COMMUNICATION

INTRODUCTORY STATEMENT

"I can't give that speech assigned for Friday."

"Why?"

"I don't know, I just can't."

"You are going to fail the course if you don't give that speech."

"I know."

"Well, my gosh, it's not that big of a deal. Just get up there and try -- do anything and you won't fail."

"I can't. I think I'll just cut class."

The above interaction was not between a student and teacher, nor between a student and counselor, not even between a student and peer. It occurred within the head of one student as he/she wrestled with unconscious fears. The communication that goes on inside a person's head prior to interacting with others often dictates the nature of communication with others and may play an important part in the success of the communication act.

Speech communication teachers are often placed in a very difficult position. Counselors, teachers, and parents frequently recommend that reticent, shy, and anxious students enroll in a speech communication course. In some schools speech communication courses or units are required of all students. When submerged in a classroom of "normal" students, reticent students are not easily identified nor are their needs easily accommodated.

Oftentimes, classes are predicated upon the assumptions that: 1) all students can communicate with an audience; 2) given sufficient practice and training all students can improve in their communication skills; and 3) student and teacher evaluations are beneficial to the development of those skills. These assumptions dictate student and teacher behaviors. The performance--evaluation approach to teaching speech communication is effective for most students. For a significant minority, however, this approach is extremely threatening to self esteem and psychological well-being.

The teacher who rigidly demands that the student "get up there and give that speech or you will fail this course" is exemplifying the same attitudinal set as General George Patton in the famous Sicilian slapping incident. The major difference is that Patton's famous action occurred over three decades ago when much less was know about the psychological effects of anxiety on behavior.

According to one account of the Sicilian incident, Private Charles H. Kuhl was admitted to an army medical unit with moderately severe psychoneurosis. Patton reportedly visited the medical unit to provide encouragement to the wounded. During his tour he approached Private Kuhl and asked him what was the matter. "I guess I can't take it," replied the soldier. Patton was infuriated after having visited so many injured personnel. He called the private a loathsome coward and slapped him with his gloves. The soldier fell back and Patton grabbed him by the back of the neck and kicked him out of the tent. As a result of this and a subsequent incident, Patton was temporarily relieved of duty and eventually required to apologize to the entire 7th Army.

Certainly no teacher would consider calling a student a coward or slapping him for failure to give a speech. However, any form of punishment, even a failing grade, for inability to cope with the anxieties may be detrimental to student well-being and may not benefit student skill development

Communication anxiety, or reticence, is but one manifestation of the self communication that is labeled intrapersonal communication. All verbal communication with others is first monitored inside a person's head to determine whether the ideas and language are appropriate for the situation. While some statements seem highly inappropriate to a situation, the difficulty for the receiver is in knowing how the sender perceives the situation and why

he/she has chosen to behave in a particular manner.

This unit and the next unit on perception will explore some of the issues related to the initial stages of a course in interpersonal communication or public speaking. With cognitive awareness of, and sensitivity to, some of the thought processes of their peers, students may develop a greater facility for sharing feedback.

Some teachers have expressed concern about dealing with psychological issues. We share that concern and do not advocate exploring deep-seated maladjustments. However, it is perfectly normal and healthy for students and teachers to openly discuss feelings and perceptions related to communication choices.

INSTRUCTIONAL OBJECTIVES

1. The student will be able to define (in his/her own words) intrapersonal communication.
2. The student will be able to define in his/her own words interpersonal communication.
3. The student will be able to explain the process of intrapersonal communication.
4. The student will be able to explain the process of interpersonal communication.
5. The student will be able to explain the relationship of intrapersonal communication to interpersonal communication.
6. Without the use of notes, the student will be able to define self concept.
7. The student will be able to identify 12 traits which constitute his/her self concept.
8. The student will be able to describe how physical appearance affects self concept.
9. The student will be able to define and give examples of personality traits.
10. The student will be able to describe how one person's personality is distinguished from that of another.
11. The student will be able to explain how each person's subjective value for his/her personality traits determines his/her self acceptance.
12. Without the use of notes, the student will be able to define ideal self.
13. Without the use of notes, the student will be able to define real self.
14. The student will be able to explain how the level of self acceptance (positive or negative) is determined by the difference between real and ideal selves.
15. The student will be able to identify twelve traits that constitute his/her ideal self concept.
16. The student will be able to explain the role of behavior in formulating a self concept.
17. The student will be able to explain why volunteers who perform in front of a group generally have a positive self concept.
18. The student will be able to explain why hair styles and clothing generally reflect a person's self concept.
19. The student will be able to analyze his/her hair style and clothing and determine how they reflect his/her self concept.
20. The student will be able to explain how the manner in which a person behaves determines who the person is.
21. The student will be able to explain why each person must accept responsibility for who they are since his/her actions are selectively chosen.
22. The student will be able to explain why "Do your own thing" is a way of determining who a person is, but it may fail to assign responsibility for actions.
23. The student will be able to describe why a person behaves in accordance to his/her self concept.
24. The student will identify two past experiences that helped shape his/her present self concept.
25. The student will identify two future expectations or aspirations that are determining present behaviors.
26. The student will explain the role of communication with others in determining self concept.
27. The student will identify those feelings generated by a mental comparison with other class members.

CONTENT OUTLINE

I. Self-awareness is gained primarily through intra and interpersonal communication
   A. Intrapersonal communication refers to the dialogue a person conducts with himself/herself.
      1. A person thinks about a situation then chooses the behavior that he/she believes is appropriate.
      2. A person behaves in a particular manner, perceives the behavior, and feeds back the information to the central nervous system as a control of future behavior.
   B. Interpersonal communication refers to

the dialogue a person conducts with others.
1. A person behaves toward others who in turn feed back information regarding the person's behavior.
2. The exchange of information regarding behaviors serves as a control on future behaviors.

II. Self concept refers to a person's introspective view of his/her appearance, personality, values, etc.
A. All of us probably have some physical appearance that we negatively value and seek to remedy.
B. All of us have every possible personality dimension in our psychological make-up.
1. One person's personality is distinguished from another by the degree to which particular traits are exhibited.
2. Traits refer to individual personality dimensions such as friendly, sad, sincere, hot-headed, etc.
C. Each person's subjective value for his/her physical and personality traits determines his/her self acceptance.
D. The level of self acceptance (positive or negative) is determined by the difference between real and ideal selves.
1. The ideal self is what a person would like to be.
2. The real self is what a person and others believe him/her to actually be.
E. The general picture of what a person thinks he/she is like determines behavior.
1. Volunteers to perform in front of a group generally have a positive view of themselves.
2. Hair styles and clothing generally reflect a person's self concept.
F. The manner in which a person behaves determines who the person is.
1. Each person is a product of his/her acts.
2. Each person must accept responsibility for who he/she is since his/her actions are selectively chosen.
3. "Do your own thing" is a way of determining who a person is, but it may fail to assign responsibility for doing one's own thing.

III. Each person is a product of present actions, past experiences and future potentials.
A. A person behaves in accordance with his/her self concept.
B. A person determines whether he/she can or should behave in a particular manner by considering past experiences similar to the immediate situation.
C. A person's future aspirations and expectations determine present behaviors.

IV. Communication with others reflects who a person perceives himself/herself to be in relation to the situation.
A. Failure to communicate may represent an unwillingness to see the self reflected by others.
B. Self-revelation communicated in a trusting relationship, is an important factor in effective communication.

LEARNING ACTIVITIES

I. Activities Related to Self Awareness Gained Through Intra and Interpersonal Communication
A. In order to encourage a sensitivity to self, ask students to become aware of their internal dialogues--the things they tell themselves about themselves. Suggest a daily journal entry in which they analyze these dialogues and how they affect their communication both as senders and receivers.
B. Another intrapersonal communication exercise that students can do in their journals is complete the following sentences:
1. When I am sad, I tell myself that I am ...
2. When I am happy, I tell myself that I am ...
3. When I feel religious, I tell myself that I am ...
4. When I achieve in school, I tell myself that I am ...
5. When I do something to help someone, I tell myself that ...
6. When someone congratulates me for an accomplishment, I tell myself ...
C. After the above two exercises, students will be prepared to write an essay entitled, "How I Talk to Myself."
D. Ask students to arrange a confidential interview with a close friend.

The interview should have, as its primary focus, the student's behaviors, appearances, attitudes, and other aspects of self as they appear to the friend. They should discuss how these observations coincide or conflict with their own self-perceptions. This type of interview should be repeated with others so that a comparison of various perceptions can be made. A journal entry or an essay analyzing the experience may be assigned.

E. Ask one or two students who are open and comfortable in front of the class to describe, to the class, the class's willingness to accept what they say, as they perceive that willingness. Each member of the class is permitted to respond to the perceptions.

F. Ask each student to recall a recent conversation with someone during which he/she learned something about himself/herself. The experience could be either positive or negative. Discuss these experiences in class.

G. If videotaping equipment is available, ask students to tape a short (three-five minute) speech in which they introduce themselves to the class. They should try to reveal something about themselves that their classmates may not know about. Play the tapes to the class and discuss these self-revelations. Each student should then write an essay or journal entry about what they learned about themselves through viewing themselves on camera and watching others respond to them.

H. In order to demonstrate that who we are depends in part upon the person(s) we are with at the time, ask the students to complete each of the following sentences in their journals.
   1. When I am sad, I talk with ...
   2. When I am happy, I talk with ...
   3. When I am depressed, I want to be with ...
   4. When I celebrate, I want to go with ...
   5. When I travel, I like to be with ...
   6. When I want to talk about intellectual things, I seek out ...
   7. When I want to talk politics, I talk to ...
   8. When I discuss religion, I talk to ...

I. Ask students to role play the following situations with members of the class as the audience.
   1. Enthusiastic salesperson (car, dinnerware, magazine) meets up with very uninterested audience.
   2. Political candidate of the far left mistakenly arrives at a meeting of the John Birch Society.
   3. Women's liber tries to convince members of a staid men's group to campaign for equal rights for women.

J. Then, ask students to role play situations in which the speaker is talking to a very receptive audience.

II. Activities Related to Self Concept

A. Instruct students to write an "I wish" poem. Each line of the poem should begin with "I wish ...." Give no other specific directions in terms of length or content of these "dreams." Distribute copies of these poems (unsigned) and ask the class to discuss the personality of the authors of the poems. Can they determine the authors of these poems?

B. Ask students (a few or all) to complete the following questionnaire anonymously. Then, with copies of the responses in hand, members of the class should attempt to identify who the respondents are.
   1. If you could be a famous character out of fiction, who would you be?
   2. If you could live in any other century but your own, when would you live?
   3. If you were a plant, what plant would you be?
   4. If you were a piece of jewelry, what would you be?
   5. If you were an animal, what would you be?
   6. If you were a car, what would you be?
   7. If you were a dessert, what would you be?
   8. If you were a home, what would you be?
   9. If you were a famous person living today, who would you be?
   10. If you were a department in a department store, what would you be?

C. Ask students, seated in a circle, to mentally choose one member of the class he/she does not know very well, and answer the following questions about that student:
   1. What type of music does this

person enjoy?

2. What type of car would this person own if money were no object?
3. What type of home would this person own if money were no object?
4. What career does this person want to have?
5. What does this person do for fun? Hobbies?
6. What is this person's favorite TV program?
7. What hero and heroine does this person admire?
8. Does this person go along with the crowd or is he/she a leader?
9. What type of reading does this person enjoy?
10. What is "a good meal" to this person?

Then, each student will discuss their answers with their classmates to check the accuracy of their perceptions. Discuss the revelations made through this exercise.

D. Nicknames often reveal who we are, in both a positive and a negative sense. Many nicknames are names that call attention to negative aspects of the self, such as Skinny, Fatty, and Runt. Other nicknames call attention to talents such as Speedy, Hawkeye, and Ringer. Ask students to think back through the situations in which they had nicknames, and make a list of them. Are they positive or negative? Then, tell the students to make a list of nicknames that they would have liked to have had or that they would presently like to have. What do these two lists of nicknames tell them about themselves?

E. Ask students to wear their favorite pair of shoes to class. Ask the girls to leave the room. Ask the boys to place their shoes in a pile in the middle of the room. Upon returning to the room, each girl should select a pair of shoes to try on a boy. Each girl should continue trying on the shoes until all the correct owners are identified. Discuss what caused each person to identify a particular pair of shoes with a particular person.

F. Provide each student with a sheet of newsprint and some crayons. Students should draw a picture of themselves as they see themselves. Students should turn the paper over and draw a picture of themselves as others see them. Discuss differences between the two pictures.

G. Each student should write three words describing himself/herself on a slip of paper (these words should be ones that they would be willing to reveal to others). Collect the papers and read each set of words. Students should try to identify the owner of the words. Discuss the concept of similarity among all personalities.

H. Students should read or listen to brief sections of speeches by famous people. Discuss how the language, ideas, and presentational style reflect the person.

I. Pin the names of famous people on the backs of students. Students should mingle while wandering around the room. When two people meet they should respond to each other according to how they would respond to the person pinned to the other person's back. According to others' responses, the student should try to guess his/her own identity.

J. Ask for one male and one female volunteer to sit in front of the class. Class members should identify as many traits as they can observe or infer from the student's appearance. Allow each of the volunteers to discuss which traits were expected and which were surprises.

K. Have students bring or wear an object of apparel that represents how they perceive themselves. This could be an informal speech assignment.

L. Pair students together to discuss anything they want for 10-15 minutes. Each student should prepare and present a three-minute introductory speech of his/her partner.

III. Activities Related to Each Person is a Product of Their Present Activities, Past Experiences, and Future Potentials

A. Since most people have difficulty expressing their pride, a good journal exercise is to write an essay beginning with the statement, "I'm proud that I ...."

B. Ask students to think of one or two decisions they have made recently reflecting a choice between alternative behaviors. Students should discuss the responsibilities that went with the decision.

C. Have students write a paper dealing with the relationship between self concept and behavior. A good topic would be a consideration of the

student's attitude towards a particular course he/she is taking and illustrating how that attitude may be affecting his/her performance in the course.

D. Students will write an essay describing their future career goals and illustrate how these goals effect their every day lives now.

E. Each student should orally present a short narrative in which they illustrate how a past experience affects how they approach similar situations now.

IV. Activities Related to Self Perception and Communication

A. In their journals, students should make observations of the degree to which they and other members of their class are able to share information about themselves. They should consider how this affects their understanding and relationships and how self-revelation is affected by a supportive or defensive climate in a communication class.

B. In their journals, ask students to write of some person whom they trust and prepare a list of things about themselves (attitudes, hates, loves, prejudices) they have told or are willing to tell that person. Then, they should prepare another list of things they might reveal to a specific person they do not trust. How are the lists different?

C. In a class discussion, ask students to consider the degree to which their teachers reveal themselves so that communication or failure to communicate occurs. They should also consider how much they reveal of themselves to their teachers.

D. Students will consider the following question for a journal entry. Have you ever avoided communication with a parent, teacher, or close friend because you feared they might have something to tell you about yourself that you were not able to accept at that time?

E. Encourage students to discuss various communication situations and the degree of anxiety they feel in each situation. For example: large group (30 people), medium sized group (15 people), small group (5 people); peers, adults, friends, strangers; critical evaluations, understanding acceptance.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Collect the journal entries and evaluate the quality of the observations made during this unit.

B. Evaluate the essay entitled, "How I Talk to Myself."

C. Evaluate the videotaped introductory speech.

D. Evaluate the students' role playing of various situations.

E. Evaluate the students' active participation in class discussion.

F. Evaluate the oral analysis of speeches of famous people.

G. Evaluate the introduction of another member of the class.

H. Evaluate the essay concerning the relationship between real and ideal selves.

I. Explain the role of behavior in formulating a self concept.

J. Explain why hair styles and clothing generally reflect a person's self concept.

K. Explain how the manner in which a person behaves determines who the person is.

L. Explain why each person must accept responsibility for who he/she is since his/her actions are selectively chosen.

M. Explain why a person behaves in accordance with his/her self concept.

N. Explain the role of communication with others in determining self concept.

UNIT SOURCES

Buys, William E., and others, "Speech Communication in the School Curriculum," *Speech Teacher*, 17 (November, 1968): 297-317. Provides an excellent description of the intrapersonal and interpersonal functions of human communication and the problems deriving from those functions.

Brown, Barbara B., *New Mind, New Body; Biofeedback: New Directions for the Mind,* New York: Harper & Row, 1974. Defining biofeedback as interaction with the interior self, Brown explores the ways a person communicates with himself or herself via the skin, the muscles, the head, the brain, etc.

Canfield, Jack, and Harold Wells, *100 Ways to Enhance Self Concept in the Classroom: A Handbook for Teachers and Parents,* Englewood Cliffs, New Jersey: Prentice Hall, 1976. A useful resource book designed to help the teacher explore the development of some aspect of self in the student.

Career Development for the Upper Grades, Chicago : Chicago Board of Education, 1974. Developed by the Chicago public schools in coordination with state and local departments of vocational education, the guide is the last in a series of three curriculum guides. The section on "Learning to Know Oneself" is particularly useful to this unit of instruction, if the instructor would like to have particular emphasis on career decisions and the role of self.

Duncan, Hugh D., "Individuals as Audience to Each Other," in *Communication and Social Order,* New York: Oxford University Press, 1962, pp. 297-301. Duncan discusses the idea that each person is created through dialog with significant others.

Galvin, Kathleen, and Cassandra Book, *Person to Person,* Skokie, Illinois: National Textbook Company, 1973. Popular high school text. Chapter 3 devoted to "Self as Communicator."

Giffin, Kim, and Richard E. Barnes, *Trusting Me, Trusting You,* Columbus, Ohio: Charles Merrill, 1976. Chapters 2 and 3 discuss the importance of intrapersonal trust in communicating with others.

Hamachek, Don E., *Encounter with the Self,* New York: Holt, Rinehart and Winston, 1971. Matters such as self-understanding, the self and behavior, and the healthy self-image are developed with illustrations from *Peanuts* cartoons.

Heiman, Hazel. "Teaching Interpersonal Communication," *North Dakota Speech and Theatre Association Bulletin,* 2 (Winter, 1973-74): 7-29. An outline for teaching an interpersonal communication course to high school students is presented in this unit because of the concern for self-awareness in interpersonal situations. Part II, "The Sharing of Selves" is particularly useful to this unit.

Jourard, Sidney M., *The Transparent Self,* New York: Van Nostrand Reinhold Company, 1961. Provides detailed explanation of the process of self disclosure and its therapeutic value in life.

Ratliffe, Sharon A., and Deldee M. Herman, *Adventures in the Looking Glass,* Skokie, Illinois: National Textbook Company, 1973. Useful textbook for high school teachers and students on the role of intrapersonal communication as a determinant of self. Many useful activities related to this unit and the next.

Your Personality, Your Health, Your Job, Columbus, Ohio : Ohio State University, Center for Vocational and Technical Education, 1974. The learning experiences in this teacher's guide are aimed at helping secondary school students develop an awareness of and an appreciation for their individuality, needs, and jobs. They examine their interaction with others, the role of nonverbal behavior, influences of the personality, etc. Objectives and learning activities are provided.

Audio/Visual Materials

Gold is the Way I Feel
Learning Corporation of America, 9 minutes, color
This film has applications for stimulating self-expression and is aimed at students in search of identity and awareness.

Growth (VT)
Telstar, 30 minutes, b/w
Instructor: Dr. Joseph C. Bentley
Three lessons discuss the significance of self-change. Lesson one examines nine principles of change. Lesson two reviews the purposes and directions in life. Lesson three makes suggestions concerning the implementation of activities.

Guidance for the 70's: Putting Yourself Together
Bailey Film Associates, 17 minutes, b/w
The focus is on the significance of building good feelings about ourselves. Self-esteem is a quality basic for an effective human being.

Hassles and Hangups
Learning Corporation of America, 29 minutes, color
Without moralizing, this film points up the need for self-esteem and a positive relationship to reality to complete an in-depth look at ourselves. Narrator is Michael Douglas.

Interview with Professor Erik Erikson, Parts I and II
Macmillan, 50 minutes each, b/w
Part I examines the eight stages of psychosocial development, particularly the significant "identity crisis." Part II reviews ego states, therapy, cross-cultural research.

Joy of Communication, The
Dana, 1974, 18 minutes, color
Communication between self and all people is explored. The joy of communication with nature is also portrayed. The message is "rejuvenation of the mind," motivate, assess one's values.

No Man is an Island
Dana, 1 minute, color
Award winner
John Donne's poem is interpreted through film and music to emphasize positive behavioral objectives behind the words of the poem.

Rollo May and Human Encounter, Parts I and II
Psychological Films, 30 minutes each, color
Film I concerns "Self-Self Encounter and Self-Other Encounter," with an analysis of self as both subject and object. Film II deals with the subject of "Manipulation and Human Encounter," equating man's search for self with man's preoccupation with sex and death.

Self, The (VT)
Telstar, 30 minutes, 11 lessons, b/w
Instructor: Dr. Joseph Bentley
This unit consists of: the accelerated rate of change; definition of competency; understanding ourselves; theories of conflict; goals of learning; perception; concept of self; values and attitudes; self-fulfilling prophecy; self-trust; analysis and summary.

UNIT THREE

INTERPERSONAL PERCEPTION

INTRODUCTORY STATEMENT

A popular song several years ago proclaimed, "What you see is what you get." In the case of interpersonal relations and settings, what an individual expects is often what actually happens. An unsuccessful salesman says to the customer, "You wouldn't want to buy this would you?" and sure enough the customer doesn't buy the product. The salesman sadly concludes, "I knew I couldn't sell that product." He got what he expected to get.

In the previous unit, the idea that a person forms a self concept which influences communication with others was presented. Self concept is a perception of self which may in part be determined by comparing and contrasting self with significant others. This is particularly true of adolescents who are uncertain of themselves. A six foot sophomore boy complains of being short as a result of comparing himself with other boys trying out for the basketball team. A mother throws up her hands in despair when her daughter elects not to wear her new dress because "everyone else will be wearing jeans."

There is an interesting self-fulfillment in relating self concept to perception. A girl who believes she can clear six feet one inch in high jump probably will succeed. The boy who believes he can't get a date for Friday night is probably correct also. In these two cases, self concept may have provided an attitudinal set of expectations which shaped the perception of the situation. It has been consistently found that those students who are least sure of themselves are also least able or willing to see potential assistance from others such as teachers, counselors, and peers. In contrast, those who have positive self-esteem tend to perceive potential in others. A coach's advice often falls on deaf ears of an unsuccessful athlete, while the same advice is readily accepted and applied by the superior athlete.

The ultimate objective of this unit is to increase student awareness of the subjectivity of perceptions and to create a tolerance for differing perceptions. Many altercations between authority and youth are rooted in differing perceptions of similar phenomena. With this tolerance and awareness, perhaps the problems between teachers/students, parents/youth, will be somewhat alleviated.

INSTRUCTIONAL OBJECTIVES

1. The student will be able to explain how traits in others can be discerned through sensory mechanisms.
2. The student will be able to explain how traits in others can be inferred.
3. The student will be able to identify traits of others which are central to forming an impression of others.
4. The student will be able to identify traits of others that allow for inferential traits (e.g., he plays football, therefore, he is athletic).
5. The student will be able to distinguish observed traits from inferred traits.
6. The student will be able to explain the meaning of mental set and its relation to perception.
7. The student will be able to explain how past experiences with people can cause others to be perceived accordingly.
8. The student will be able to identify two examples of past experiences with certain types of people that cause nim/her to expect certain behaviors from others in the same category.
9. The student will be able to explain how the physical environment may cause certain expectations of behavior.
10. The student will be able to give examples of two or more types of environments which have determined their perception of others.
11. The student will be able to explain why some people may have more acute sensing mechanisms than other people.
12. The student will be able to explain the meaning of selective perception.
13. The student will be able to explain the relationship of his/her self-image with the image of others.
14. The student will be able to list three reasons why one person's perception of another may not concur with perceptions made by a third party.
15. The student will be able to provide two

recent examples of misinterpreting traits in others.

16. The student will be able to identify five values he/she has in common with his/her parents.
17. The student will be able to identify five values he/she holds in contrast to his/her parents.
18. The student will be able to explain how values and attitudes shape his/her perceptions of others.
19. The student will be able to describe the process of the formulation of an image of another.
20. The student will be able to describe why similarity in background and experiences contributes to accuracy of impressions.
21. The student will be able to define stereotypes.
22. The student will be able to give five examples of useful stereotypes.
23. The student will be able to give five examples of harmful stereotypes.
24. The student will be able to explain the fallacy of accurate perceptions of others.
25. The student will be able to explain the importance of tentative impressions.
26. The student will be able to relate self concept to the perception of others.
27. The student will be able to demonstrate examples of acceptant feedback.
28. The student will be able to explain why a person with a negative self-expectation tends to see negative potential in others.
29. The student will be able to identify his/her personal degrees of fear in communicating with others in differing situations.
30. The student will be able to relate a recent experience in which positive support from others generated a greater willingness to risk additional communicative experiences.
31. The student will be able to relate an experience in which he/she received negative feedback in a classroom situation and will explain the effect of the feedback.

CONTENT OUTLINE

I. Person perception involves forming an impression of another person or of one's self.
   A. Person "O" has certain qualities called traits (defined in the previous unit).
      1. Some traits can be observed by use of the sensory mechanisms (eyes, ears, nose, fingertips, taste buds).
      2. Other traits are inferred by mental process (e.g., the boy is opening the door for the girl; therefore, he must be "polite," or "a square").
   B. Person "P" selects certain traits of "O" to observe and forms an impression.
      1. Person P is in a particular frame of mind at any given moment which causes information to be filtered according to the internal state (e.g., when people go to the circus they laugh at an exploding car because they expect clowns to do something funny, but an exploding car on the highway would be regarded seriously).
      2. Closely tied to a person's internal state is a mental set or expectation (e.g., if a child expects his/her father to be angry, when the father does anything remotely resembling angry behavior, the child breaks into tears).
      3. Person P also had past experiences with people that cause others to be perceived according to expectations (e.g., in eighth grade shop the teacher was mean; therefore, the eleventh grade shop teacher may be mean also).
      4. The environment also causes expectation of certain behaviors from others (e.g., we may expect to see crime in rundown neighborhoods but may not watch for it in nice neighborhoods).
      5. Some people have more acute sensing mechanisms than other people.
   C. Internal states, mental sets, past experiences, environmental conditions, and sensory mechanisms combine to permit Person P to selectively perceive certain traits of Person O.
      1. Person P is said to have a particular frame of reference for perceiving others.
      2. What is seen in others may be more biased than what accurately can be known about the other person.
   D. Person P combines the observed traits of Person O with personal values, opinions, and beliefs.
      1. Heavy emphasis may be placed on certain traits (e.g., the boy has red hair; therefore, he must be hot tempered).
      2. Some traits may be misinterpreted (e.g., the boy is tall; therefore, he must like basketball).

3. Values are not shared by all (e.g., she is a conscientious student and that is desirable, is not a shared value by all students).

E. By combining observations with personal beliefs, a total image of O is formulated.
   1. This image can occur within three seconds.
   2. The image may or may not be an accurate reflection of O.
   3. The image is probably more of a reflection of P than of O.
   4. The more similar O's background and experiences are to P's, the more likely the impression will be accurate in areas of commonality.

F. The total image of O is P's stereotype of the person.
   1. Stereotyping is the categorical placement of a person according to certain traits.
   2. Stereotypes are inevitable.
   3. Stereotypes are helpful in determining how to initially interact with others.
   4. Stereotypes are detrimental only if P fails to alter the initial image upon receiving additional information.

II. Since perceiving another person is largely dependent upon the characteristics of P, the potential of another can be perceived only in light of a subjective assessment of Person P.
   A. Perception of others involves more than predicting another person's behavior; it also involves an expectation (i.e., what one expects to see is what one gets).
   B. A positive self-image often results in a positive expectation of others.
   C. A positive expectation of others is often reciprocated, thus enhancing the perceiver's self-image.
      1. For example, teachers who expressed greatest trust of their students were found to receive the greatest amount of student trust.
      2. People like others who they think like them.
   D. Conversely, a person who has a negative self-expectation tends to see negative potential in relations with others.
      1. In terms of communicative relationships, a person may not risk initiating communication with others because of fear of rejection.
      2. The only way out of this dilemma is to attempt small degrees of risk-taking behavior.
      3. As a person receives positive support and feedback from others, there is generally greater willingness to risk additional communicative experiences.
      4. In the classroom, acceptance of others can be demonstrated by supportive feedback.
      5. Through nonevaluative feedback, a better realization of self in relation to others can be achieved.

LEARNING ACTIVITIES

I. Activities Related to Person Perception
   A. Divide the class into groups of four and give each group the assignment of observing a person they do not know in the school cafeteria, library, department store, bus station, etc. Without discussing the person, each member of the group should jot down observations about that person's appearance, clothing, actions, etc. After the observation, each person should write a sketch describing the subject watched. The group should then meet and discuss the similarities and differences in the character sketches. A class discussion about selective perception, and the sources of these perceptions, should logically follow.
   B. In order to illustrate the concept that frame of reference changes, ask students to fill in the following chart by writing two words in each box which reflect their attitudes toward the subject on the left.

	Three Years Ago	Today
School		
Your father		
Yourself		
Your sister/brother		
Your grandparents		

   Then, students should cite examples of how the change in frame of reference has influenced their observation and communication.
   C. Present the following situation to the class: Assume you were talking with someone you didn't know very well and the issue of cheating was brought up. Write down three personal experiences which might influence your communication on the issue of cheating. Compare your three chosen experiences

with another person's in class. Discuss how the similarities and/or differences in the lists might have influenced the interaction.

D. After a given class session, instruct students to check with another member of the class as to what he/she heard and saw. Tell them to try to make connections between what he/she focused on and his/her frame of reference (e.g., whether he/she liked the class, teacher, subject matter, etc.). Conclusions should be discussed in class.

E. Divide the class into four groups. Assign each group one of the categories listed below:
   1. People: American Indian, Black, Jewish.
   2. Position: Doctor, Used car salesman, Mill worker.
   3. Places: Ireland, Russia, Rhodesia.
   4. Symbols: Flag lapel pin, Two fingers raised in a "V", A clenched fist.

   Students should list on paper those descriptive adjectives that first come to mind for each word in the category.

   Have students share their lists with the remainder of the class and invite the class to respond with their differing impressions.

F. Pair students according to who they know least well in the class.
   1. Students should discuss any topic they want for 15 minutes.
   2. Hand out a sheet of 10 questions to be answered about the partner. Students should not confer on their answers. Questions could include such items as:
      a. What is your partner's name?
      b. What year in school is he/she?
      c. Does he/she attend church regularly?
      d. What is his/her favorite recording artist?
   3. Hand out a second sheet of 10 questions to be answered about himself/herself. This will serve as the answer sheet by which to score the previous sheet.
   4. Students should score their own papers and discuss them with their partner.
   5. Record the scores of the class on the board and discuss the advantages of stereotyping.

G. Divide the class into small groups and ask them to identify symbols related to their school, state or nation. Upon sharing the symbols with the class, discuss the values that they attach to the symbols.

H. Ask the students to watch for and record one example of useful stereotyping and one example of detrimental stereotyping. This may be a journal exercise.

I. Have the students read and discuss the short story "Shooting an Elephant" by George Orwell. Make specific applications to internal states, evoked sets, environment, and sensing mechanisms.

J. Assign role playing situations to pairs of students for class presentation and discussion. Examples could include: father talking with son regarding time he is to be home; mother discussing women's liberation with her daughter; Republican talking with Democrat regarding the effectiveness of the President. These situations will give students the opportunity to play out their own stereotypes of these people.

K. Select three-five students to act as "dwellers" of specific frames of reference. Draw a diagram or artful picture on the board. Prepare paper shopping bags for each of the selected students. Punch a hole or holes in the bags the size of a pencil. After placing the bags over the heads of the students, instruct them to look straight ahead and without turning their heads, report on what they can see on the chalkboard.
   1. Discuss differences in "point of view" depending on frames of reference.
   2. Try to create a composite picture by asking for a consensus on what they are viewing.

L. Instruct students to talk to two people who belong to the same stereotyped category (teenagers, housewives, teachers, policemen). Have them list 25 differences between them. Discuss this learning experience with the members of the class.

M. Instruct the students to write an essay entitled, "If I Were to Stereotype Teachers, They Would Fall into Three Categories." Copies of the essays should be distributed and discussed in class for origins of stereotypes.

N. Show a series of slides depicting several people of all ages, races,

occupations. Ask the students to list all the words that come to their minds when they see these persons. Discuss the diverse reactions existing in the comments of the class members.

O. Write the following labels on the board. Add any of your own that you feel would be meaningful to the class:

Mother-in-law
Japanese housewife
Coach
Psychiatrist
Minister/priest/rabbi
Nun
Marine sergeant
Politician

1. Divide the class into groups of about five per group and select a student from each group to be the actor for the first round.
2. Pass out a blank piece of paper for each word to each person in the class. Point to the first word on the list and ask the student to write down a prejudgment about this person. While they are doing this, take the actors out of the room where you cannot be heard. They can decide the kind of mother-in-law to be or tell them what type they will be. As an example, the mother-in-law could be a "swinger" and a member of NOW. Occasionally have the students present the character as they think the class's prejudgments would expect him/her to be. When they return to the groups, they should all have the same idea of the kind of mother-in-law they will be.
3. These actors will be interviewed by the group for approximately five minutes. Introduce the actors to the class simply as mothers-in-law and tell the groups to treat their guests as they would any strangers with whom they are trying to get acquainted.
4. After the interview is over, ask the class how many had made accurate prejudgments. If a large number of students raise their hands, ask what qualities they guessed this person would have that were accurate. Now ask the actors how they happened to portray these particular qualities. When the incidence of correct guessing is high, it will be because the actors portrayed what they perceived the class's prejudgment would be.
5. The process is repeated using the next word on the list and new actors until all the words have been done.

II. Activities Related to Person Perception and Self

A. After completing exercise A of Part I, ask students to analyze their perceptions and perceptions of the members of their group to determine how their view of themselves affected their observations of the stranger. Did they, and their fellow classmates, indicate a sensitivity to themselves as well as to the person observed? A journal entry appraising this exercise may be assigned.

B. Divide the class into groups of eight. Ask each person to make two introductions of themselves to the group. In the first introduction, they are to introduce or describe themselves as they believe another specific person (such as mother, father, sister, etc.) would introduce them. In the second introduction, they are to introduce or describe themselves as they see themselves. When all introductions have been completed, ask the groups to discuss the following:
   1. What were the major differences between the way people saw themselves and the way they feel others see them?
   2. Were there any patterns or regularities from person to person in the differences in perceptions?
   3. How can we account for the differences between the way we see ourselves and the way others see us?
   4. If we see ourselves differently than others see us, or than we think others see us, who is right?
   5. Is your behavior guided more by the way you see yourself or by the way you think others see you? Give specific examples of each kind of situation.

C. Assign an essay in which students present a personal experience that proves that a positive self-image results in a positive expectation of others.

D. Ask the students to role play situations in which persons with negative self-expectations see negative potential in others.

E. In anticipation of a lecture or sermon or other kind of public speech, tell students to try to identify the things they think will be said. As they listen, they should check these off.

After the speech, they should write down the things they heard that they had not expected.

Things I Expected to See/Hear	Things Said/Seen	Things I Did Not Expect

F. Ask students to consider the following interaction in light of the questions following it. Suggestion: Ask two students to role play this conversation. Jill and Jennifer knew each other well since they went to grade school and high school together. After high school graduation, Jill got a job at a local department store and Jennifer went to college. Jennifer is in town for spring break before her college graduation and runs into Jill on the street. Jennifer begins the conversation.

Jennifer: "Jill, hi! I haven't seen you since summer."

Jill: "Well, I've been right here in good old West Bend. How's school?"

Jennifer: "Really rough! I've been studying so hard for finals."

Jill: "You're kidding me (with sarcasm). How can you be tired from that stuff? You ought to try being on your feet all day in the junior dresses' department."

Jennifer: "You could be right. It's probably just that I'm so slow and have to work twice as hard." (looks down at sidewalk)

Jill: "Bet you'll be glad to be out of there and really start living."

Jennifer: "Honestly, I sort of wish I had another year to go."

Questions:

1. What are two feelings you would infer that each of these people had about herself in this situation?
2. Indicate what in the setting, situation, or their interactions led you to believe the above.
3. For Jill and Jennifer indicate one other factor in their frames of reference (other than self-attitude) which is likely influencing their communication in this situation.
4. Indicate what influence that factor appeared to have on their communication.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. for example:
   - A. Evaluate the students' performance in class discussion and role playing situations.
   - B. Evaluate the students' completion of the frame of reference chart.
   - C. Evaluate the students' examples of useful and detrimental stereotyping.
   - D. Evaluate the students' analysis (written or oral) to Orwell's "Shooting an Elephant."
   - E. Evaluate the students essay entitled, "If I Were to Stereotype Teachers, They Would Fall into Three Categories."
   - F. Evaluate the students' analysis of how their view of themselves influences their perceptions of others.
   - G. Evaluate the students' speech of self introduction as they see themselves and the speech of self introduction as another sees them.
   - H. Evaluate the students' essay illustrating how a positive self-image results in a positive expectation of others.
   - I. Evaluate the students' responses to the Jill/Jennifer role playing situation.

II. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:
   - A. Define the following terms without the use of notes.
     1. Observed traits
     2. Inferred traits
     3. Internal state
     4. Mental set
     5. Selective perception
     6. Stereotype
     7. Acceptant feedback
   - B. Explain how traits in others can be discerned through the senses.
   - C. Explain how past experiences with people can cause others to be perceived accordingly.
   - D. Explain how physical environment may cause expectation of behaviors.
   - E. Explain the relationship of his/her self-image with the image of others.
   - F. List three reasons why one person's perception of another may not concur with perceptions made by a third party.
   - G. Explain how values and attitudes shape his/her perceptions of others.

H. Describe the process of the formulation of an image of another.

I. Describe why similarity in background and experiences contributes to accuracy of impressions.

UNIT SOURCES

Fabun, Don, *Communications: The Transfer of Meaning,* Beverly Hills, California: The Glencoe Press, 1968. This slight text is loaded with materials appropriate as teaching aids for this unit. The parable of "The Blind Man and the Elephant" can be used effectively as an example of selective perception.

Gurry, Joanne, *Speech Communication and Values Clarification,* Paper presented at the annual meeting of the Eastern Communication Association, March 15, 1975. This paper explores the relationship of one of the most celebrated areas of the humanistic education movement -- values clarification -- to some current emphases in secondary school speech communication education.

Herman, Deidee M., and Sharon A. Ratliffe, eds., *Discussion in the Secondary School, MSA Curriculum Guide 5,* Skokie, Illinois: National Textbook Company, 1972. Unit I, "Human Interaction" is intended to help the student acquire awareness of self and his/her relation with others.

Keltner, John W., *Elements of Interpersonal Communication,* Belmont, California: Wadsworth Publishing Company, Inc., 1973. This basic text provides a sufficient overview of all the elements of interpersonal perception.

Laing, R.D., *Knots,* New York: Random House, 1970. This is a book of poetry and an application of the author's theory of interpersonal perception. The "Knots" are tangles in interpersonal perception; they illustrate both humorous and serious perceptual binds in life.

------, H. Phillipson, and A.R. Lee, *Interpersonal Perception: A Theory and a Method of Research,* New York: Springer Publishing Company, 1966. This is a comprehensive and major contribution to the study of interpersonal perception.

Lieb-Brilhart, Barbara, Comp., *An Activities Supplement to the Curriculum Guide for Speech Communication - Grades 8-12,* Crete, Nebraska: Nebraska Speech Communication Association, 1972. These activities are structured according to the contract system whereby each student selects his/her own projects for classroom, individual, or group work. Projects in the subject areas of dyadic communication and audience awareness are of value to this unit.

Norris, Jack A., *Social Studies: Human Relations: Home and Family Education,* Miami, Florida: Dade County Public Schools, 1971. The primary focus of this course is an analysis of how and why people behave toward each other as they do.

Smith, Dennis R., and L. Keith Williamson, *Interpersonal Communication: Roles, Rules, Strategies and Games,* Dubuque, Iowa: W.C. Brown Company, 1977. This college level text presents a transactional approach to the study of communication. Part I is an excellent review of the concept of interpersonal perception.

Weintraub, Daniel J., and Edward L. Walker, *Perception,* Monterey, California: Brooks/Cole Publishing Company, 1966. The authors have summarized the theories of perception and perceptual development.

Wolvin, Andrew D., *Learning Resources for the Secondary Speech Communication Classroom,* Washington, DC: Metropolitan Washington Communication Association, 1974. Review of print and nonprint resources for secondary level classroom use.

Audio/Visual Materials

Adventures of an Asterisk
Storyboard, Michigan State University, 10 minutes, color
Animated drawings depict man (symbolized by the figure *) as he matures from childhood to adulthood. Unable to react freely to the world, the adult neither sees nor finds pleasure in new things until, through his own child, he has "a new rebirth."

Building Bridges
University of Nebraska, 1972, b/w
Dr. Robert E. Palmer, Professor, University of Nebraska, lectures on the "necessity for learning how to relate communication to other human beings...to build a 'bridge'."

Critical Thinking: Making Sure of the Facts
Coronet, 11 minutes, b/w and color
Participant: Robert S. Fox, Director, School of Education, University of Michigan
Second edition of "How to Judge Facts"
The discussion concerns facts about a particular situation. Topics include those dealing with reading, researching, analyzing, and television viewing. Suggestions offered involve: checking primary eyewitness accounts, checking sources of information, and assessing skills and knowledge of the source.

Duet
Bailey Film Associates, 1971, 9 minutes, color, no narration
This animated puppet film comments on technology and the breakdown in human values and communication. Two men live in neighboring houses, enjoying each other's company, sharing mutual pastimes. One brings home a phonograph, forgets his plans with his friend. Hurt, the other obtains his own phonograph and a rivalry begins. Friendship ends as each man permits machines to replace shared social activities. As the film ends, each man is watching television alone. Communication breakdown is now complete.

Encounter, The
Perennial National Institute of Mental Health, 1971, 10 minutes, b/w
From the University of Lund, Sweden
This is a comedy about a shy young man attempting to acquaint himself with a shy young woman in a bookstore. Many amusing sequences follow with resulting fantasies a "springboard for discussion about communication in relationships."

Exchanges
Appleton-Century, 1972, 10 minutes, b/w
This film relates an encounter between two train passengers--a black man and a white girl. Fantasy interspersed with reality provokes analysis of prejudice and related social issues. The film is "recommended for discussion in interaction classes."

Funny Thing Happened on the Way, A
Associated Instructional Films, 27 minutes, any age
A contemporary allegory of honesty and communication, this film portrays a couple whose lives are confused and unhappy. They are "detoured" on the road of life, locked up with a computer/lie detector, and required to "help each other." Eventually, they drop their pretense, admit their dissatisfaction with their lives and begin to communicate.

Interpersonal Behavior (VT)
National Medical Audiovisual Center, 44 mintues, b/w
This videotape illustrates the evaluation of total interpersonal behavior in an interview. It considers general attitudes, character traits, styles as seen in personality disorders.

Interpersonal Competence--A Series (VT)
Telstar, 47 videotapes, none over 30 minutes
Instructor: Dr. Joseph C. Bentley, Associate Professor, Utah University (see individual title listings)
The course consists of nine independent units with the number of tapes in parentheses:

Unit I: The Self (11); II: Communication (14); III: Motivation (3); IV: Helping (5); V: Learning (4); VI: Creativity (2); VII: Stress (3); VIII: Groups (3); IX: Growth (2).

Is it Always Right to be Right?
Bosustow/King Screen Didactic, 1970, 8 minutes, color
Award Winner

Orson Welles narrates this animated film parable about the "land where men always were right." Focus is on contemporary society's problems, generation gaps, racial conflict, and poverty. The story moves from stalemate to the declaration that "you may be right--I may be wrong." The film interlaces animation with live-action and concludes with "hope and challenge."

I've Got this Problem
Crowell, Collier, Macmillan, 1966, 8 minutes, b/w
Awards: Cork International Film Festival

This satire on non-communication shows a boy and a girl attempting to converse about life without ever really understanding each other.

Let the Rain Settle It
Teleketics, 1972, 13 minutes, color
Awards: CINE

Unforeseen circumstances throw two boys, one white, one black, together for twenty-four hours. In that time they establish a fragile truce and eventually discover the beginnings of a friendship.

Man Who had to Sing, The
Zagreb Films, Mass Media Associates, 1971, 10 minutes, color
Award Winner

A luckless Charlie Brown-type character, a little "singing man," gets misunderstood throughout a lifetime of animated adventures. None of the agitation he causes is intentional but, nevertheless, he is never understood, and is the Everyman figure personified.

On the Way Up (VC)
Video Communications, Inc., six 30 minute programs, color

This series devotes each of its segments to one or more communication concepts. Titles include: 1) Shut Up and Listen; 2) What's Needed and Wanted; 3) You Versus I; 4) Bridging the Gap; 5) Clean Communication; 6) You're in Command.

Some Personal Learning about Interpersonal Relations
University of California, 1967, 33 minutes, b/w
From the Management Development Series

Dr. Carl Rogers discusses the business of relating to another, suggesting rewards of open and genuine communication, empathy, and nonjudgmental listening. Described is the satisfaction of quality communication with another person.

Theories of Perception
University of Ohio, 5 minutes, b/w

Dr. Kenneth Norberg defines the relation of perception to education. He introduces the fact that there are many theories of perception, relating many of these theories to applications in industry training programs, intercultural programs, and programs for the culturally deprived.

Way I See It, The
Roundtable, 23 minutes, b/w and color

When two people perceive the same thing differently, the "difference" can lead to failure in job assignments and a complete breakdown in communication and subsequent relationships. This open-ended film examines perceptual differences and their effects.

Simulations/Games

Abelson-Baker Interview, The
Didactic Systems
The objective of this game is improvement in concepts and skills associated with interpersonal communications.

F.L.I.P.
Instructional Simulations, time varies
Players: 1-30
This is a socio-economic simulation with didactic units which deal with problems of investment, credit, and interest in terms of changing family goals. Twenty different families are available as units, each illustrating roles of size, income, education, and socio-economic variables.

Improve Interpersonal Competence
Didactic Systems, 48 role play kit
This kit contains teaching materials for the concepts of face-to-face communication, human relations, and conflict resolution. It is a "role playing collection" of organization problems: discipline, training, delegation, and failures to communicate.

Interviewing
Boston South End Community Center
This game is about job application interviews.

Interviewing
Didactic Systems
Players: teams of 4 players
Practice is provided in interviewing, primarily to select applicants for a position. Decisions involve job specifications, starting the interview, and in-depth interviewing. Roles: personnel executives.

John and George Interview, The
Didactic Systems
Participants listen to a tape recording of an interview between John, a supervisor, and George, an employee whose production has fallen behind. Participants follow the dialogue for subsequent discussion.

UNIT FOUR

SEMANTICS: THE ROLE OF LANGUAGE IN COMMUNICATION

INTRODUCTORY STATEMENT

"The rise of bureaucracy and technocracy has damaged the autonomy of the individual."

"What are you saying?"

"What am I saying?"

"I'm trying to understand your problem, but what do you really mean?"

"I mean that this school has become so computerized, that a person can't even get his program changed without filling out a lot of forms."

"Now I understand what you mean."

That "words are too much with us" is just beginning to dawn on our consciousness, even though brilliant thinkers throughout history have been quite aware of the power of the word. No, Edwin Newman is not the first person to criticize the state of his language; Alexander Pope, Samuel Johnson, S.I. Hayakawa, to name a few, have all taken issue with the corruptive use of language and analyzed its manipulative powers. They have all come to the same conclusion: Words have more reality than that which they represent - that actuality which is beyond the word.

Students have to discover in the language environments which directly affect their lives, that the word is not the thing, the promise is not the promised, the description is not the described, the explanation is not the explained, the symbol is not the symbolized, and the map is not the territory. By the time people reach high school, they are already in the habit of unquestioning response based on the word and the word has taken control of their existence. Yet, although they are aware of the cruel nicknames that are too near the truth to be funny; the ethnic slurs and jokes that are hostile, not humorous; parents' words that ridicule rather than encourage; they are more terrified by guns and knives than by "mere" words.

Language then can both free people or enslave them, and more often than not, it does the latter. The average high school student has been encumbered by rules of grammar and spelling through many years of drilling and must leave a unit on semantics with a feeling of mastery and not a feeling of being mastered by his language. Educators have the responsibility to make language an effective tool of communication and understanding for their students. The need for such training is great in a democracy:

> *Generals, clergymen, advertisers, and the rulers of totalitarian states - all have good reasons for disliking the idea of universal education in the rational use of language. To the...authoritarian mind such training seems (and rightly seems) profoundly subversive.*
>
> *Aldous Huxley*

INSTRUCTIONAL OBJECTIVES

1. Without the use of notes, the students will be able to define the word semantics.
2. Students will be able to identify the factors that determine the development of language.
3. Students will be able to describe the echoic or bow-wow theory of the origin of language without the use of notes.
4. Without the use of notes, the student will be able to describe the interjectional or pooh-pooh theory of the origin of language.
5. Without the use of notes, the student will be able to describe the yo-he-ho theory of the origin of language.
6. Without the use of notes, the student will be able to describe the ding-dong theory of the origin of language.
7. Without the use of notes, the student will be able to define symbol.
8. The student will be able to describe how language is a symbolic process.
9. The student will recognize that meanings exist only in people.
10. Utilizing the dictionary, the student will be able to demonstrate that society may assign many meanings to the same symbol or word.
11. The student will be able to recognize that language is in constant flux as the

people who use it change with time.

12. Utilizing the *Oxford English Dictionary*, the student will be able to illustrate that words are given additional meanings and some meanings change slightly from generation to generation.
13. The student will be able to list the three factors which support the notion that no word has the same meaning twice.
14. The student, without the use of notes, will be able to define denotation, and give a specific example of the denotation of a word.
15. Without the use of notes, the student will be able to define connotation and give a specific example of the connotation of a word.
16. The student will be able to write an essay in which he/she analyzes the connotation of a color, his/her name, or the name of a product such as a car, perfume, deodorant, etc.
17. Without the use of notes, the student will be able to define the term euphemism, and give two examples of euphemisms he/she uses.
18. The student will be able to describe what is meant by "abstraction" in word usage.
19. The student, without the use of notes, will be able to define what is meant by concrete word usage.
20. Given a list of words, the student will be able to arrange them from most concrete to most abstract.
21. The student will be able to compose an original abstraction ladder of no fewer than five steps.
22. The student will be able to define, in concrete terms, an abstraction such as love, prejudice, fear, anger, pride, etc.
23. The student will be able to identify the importance of the relationship between the speaker and audience in determining appropriate level of usage.
24. Given samples of formal, informal, colloquial, slang, nonstandard, dialect, and regional usage, the student will be able to attach the appropriate usage label to each sample.
25. The student will be able to define and provide an example of edited, formal English.
26. The student will be able to define and provide an example of informal English.
27. The student will be able to define and be able to provide an example of colloquial usage.
28. The student will be able to define the term slang and give an example of current slang terms he/she uses.
29. The student will be able to define what is meant by the usage label nonstandard, and provide an example of this usage.
30. The student will be able to define dialect and provide an example of dialect.
31. The student will be able to define regional usage and provide an example of regional usage from his/her own home state or city.
32. Using the dictionary, the student will be able to point out the usage labels assigned to various words.
33. The student will be able to describe, orally or in writing, how a knowledge of semantics, the study of relationship between language and behavior, would affect how a person communicates and receives communication.

CONTENT OUTL'NE

I. Although there is no record of the way language began, there are a few theories as to the origin of speech.
   A. The echoic or bow-wow theory pictures language as springing from spontaneous animal cries (uhuh, hnnn? hmmm, hn!); it maintains that primitive language was exclusively onomatopoetic in nature.
   B. The interjectional or pooh-pooh theory sees the start of words in emotional outbursts (ah! ow! ho! hey!); it maintains that language was derived from instinctive ejaculatory responses to emotions, such as pain or joy.
   C. The yo-he-ho theory maintains that the grunts, groans, ughs, gasps, whews, and other sounds you make whenever you push or lift something heavy were the first word builders.
   D. The ding-dong theory sees language arising from imitation of natural sounds (hum, thud, boom, buzz, hiss); it maintains that language was derived from mystical harmonious response to a natural stimulus which called forth its perfect expresssion; in short, words sound like things they stand for.

II. Language is a symbolic process.
   A. A symbol is anything which is used to stand for or represent something else; usually it is an object that stands for something abstract.
   B. Words stand for things and ideas.
      1. Meanings of words result from agreement.

2. A word may stand for several things.

C. The word is not the thing; there is no necessary connection between the symbol and that which is symbolized.

D. All languages go through normal change as the cultures adjust to surroundings.

III. Meaning in language comes from the users.

A. No word ever has the same meaning twice.

1. If contexts determine meaning, no two contexts are exactly the same.
2. If meaning comes from the user, no two users have the exact experiences connected with a word or thing symbolized by the word.
3. If everything changes from minute-to-minute (wear, decay, etc.), the meaning of a word symbolizing the thing changes constantly as well.

B. Denotation is the meaning that is assigned a word by the majority of society; hence, the dictionary definition of a word.

C. Connotation is the halo of meaning, the associations that surround a word.

D. Euphemism is the use of a soft term to replace a harsh, socially unacceptable term.

IV. Because words are on different levels of abstraction, problems in communication frequently occur.

A. Man is the namer of things, and in naming, he groups things together.

B. The bigger the category of things, the more individual characteristics are ignored; this movement from the specific to the more general is called abstraction.

C. The movement from the general to the specific, or the lowest level of abstraction, is a movement to the concrete.

1. Abstract words are those which refer to several things or concepts.
2. Concrete words are specific with few referents.

V. Language is flexible; it provides for levels of expression.

A. Edited English is the written language of books from reputable publishers, good magazines, and many newspapers.

1. Formal English appears in scholarly or scientific articles, official speeches, legal documents, etc.
2. Informal English, recognized as acceptable in any context, includes the great majority of words and constructions that native speakers would recognize as acceptable in any situation or context.

B. Spoken English may include expressions not acceptable in written context.

1. Colloquial English, conversational English, is casual and relaxed, although jarringly out of place in formal contexts.
2. Slang is the label given to words with a forced, exaggerated, or humorous meaning used in extremely formal contexts.
3. Nonstandard indicates the wide variety of usages not generally accepted in writing: misspellings, illiterate grammatical constructions, unconventional punctuation, etc.

C. Dialect is a form of the native language spoken in a particular region of the country or in a large geographical area by a particular group of persons.

D. Regional refers to usage which is considered reputable in certain areas of the country but which has not gained nationwide acceptance.

LEARNING ACTIVITIES

I. Activities Related to the Development of Human Language

A. The instructor sets up an in-class situation in which the students are to mentally transport themselves back in time more than 5,000 years. They are told the following: "Each of you lives in the same area. All of you want to get along. You nod at times to one another. You grunt. But you do not communicate by any means other than grunting, pounding your fists on logs, nodding your heads, grimacing, and perhaps hitting one another with clubs. Now how would you go about developing a system of communication? In other words, how would you develop a language?"

The instructor may elaborate on the problem further by selecting concepts like "I am hungry" or "Let's eat a

dinosaur," to be expressed verbally.

B. The instructor may divide the class into groups of four to six, assigning each group the task of attempting an initial design of a new language. After students have attempted to put together sounds for a spoken language they are ready to begin on the problem of recording that new language on paper.

C. After students have worked on the problems of developing a spoken language and then of attempting to record that language on paper, each student is ready to arrive at his or her own definition of language.

II. Activities Related to Language as a Symbolic Process

A. The three activities described in Unit I can effectively demonstrate the concept of words as symbols deriving meaning from agreement.

B. The instructor lists a number of common words on the board. These words should be those that have many meanings in everyday usage: pad, order, breeze, turn, run, pipe, point, foot, bank, etc. Go about the room asking students to use each of the words in a sentence so that with each sentence the word changes its meaning. The teacher may want to illustrate one or two on the board and then have the students in groups or individually work on other words.

C. The instructor should obtain copies of *The Oxford English Dictionary* for in-class use or have them reserved for members of the class in the school library. Utilizing this source, students should report on the various meanings, from the earliest recorded use to the most recent, of the following words: lead, take, fine, picture, propaganda, minister, dervy, mystery, etc.

D. The teacher should begin listing on the board some words which have added new meanings in recent years, such as: grass, bread, hippie, hang-up, etc., and ask students to contribute or make their own lists. Note that their grandparents and parents even may not know what the new meanings for these terms are.

E. The instructor presents the following situation to the class:

A man dies and goes to heaven. At the Pearly Gate, St. Peter asks him to tell his story, especially the final part of his life.

"Well, Pete, I met this chick and fell like a ton of bricks. We were made for each other. I was on top of the world. I walked on air for days. Was she stacked! Well, there was this wolf who had his eyes on her too. He was trying to beat my time, so I decided he'd got my goat for the last time. I pasted him in the jaw but he had the upper hand and bumped me off with a hard left on my kisser. He was sent up the river for knocking me off, and here I am!"

Think of how St. Peter, who knows none of the underlined terms, would picture what happened. Now rewrite the man's story so there would be no doubt in St. Peter's mind as to what occured. (Note: If you do not understand some of these expressions, ask your parents.)

III. Activities Related to Meaning in Language Comes from the Users

A. A workable way to get into a discussion of connotation and denotation is to ask students either orally or on paper to prepare answers to the following questions:

1. At this point in your life, how do you feel when you are called a kid? A teenager? An adolescent? A young adult? If these words cause you to act differently, can you explain why?
2. If you possessed little or no money, would you prefer to be called poor, needy, indigent, or a person of low economic status? Why?
3. What would you prefer to buy a used car, or a preowned car?
4. If you were 75 or older, would you prefer to be called an old person, an elderly person, or a senior citizen? Explain your preference.
5. Does termination of pregnancy sound the same as abortion? If not, why not?

B. Ask students to list some brand names for each of the following categories and try to explain why the marketing agents chose the name for the product. (This assignment can also be written in the form of an essay assignment.) Categories: cars, perfumes, after shave, cereals, cigarettes, powder soap, hand soap, deodorant, etc.

C. An interesting discussion of students'

own names can follow the above exercise. Studies have indicated that the associations assigned a name by teachers, employers, and peers have an effect on a person's life. What does a Horace look like? Is he smart? An athlete? This assignment can also be used as a written exercise titled, "What's in a Name?"

D. A class discussion on euphemism can be generated by the teacher's listing the following words on the board and asking students what they are referring to: mortician, inner city, sanitation engineer, powder room, girl dog, passed away, etc. Ask students to add to this list of euphemisms by searching their own language, newspapers, magazines, etc.

E. In order to move students from the knowledge that words can be used to soften a reality to the realization that words and phrases can be used to deceive and distort, a productive reading assignment, *Animal Farm*, by George Orwell, can be used. If students see something more in this classic than a satire on communism, they can explore the language control in the novel. Some discussion questions:
   1. What kind of words are used by the leaders of the revolution?
   2. What actions does Napoleon take to insure the effectiveness of his public speaking?
   3. Compare speeches of Major and Napoleon.
   4. Study the songs and the commandments. Compare the original commandments with the revised version.
   5. Define the evolution of "equal." If all are "equal," but some are "more equal than others," then what does "equal" mean?
   6. Compare the quality of life before and after the pigs and their comrades have replaced the farmer. What has actually happened? Has life changed for any of the animals? How?

IV. Activities Related to Levels of Abstraction

A. Upon entering the class, present a few students with a piece of paper with one of the following statements written on it:
   1. You did well on last week's test.
   2. For your assignment, read the first part of your text.
   3. I would like some information about you.
   4. I have a good book for you.
   5. You have changed.
   6. You have a big head.
   7. You are a typical sophomore (freshman, junior, senior).

   Then, ask each student to orally react to the message handed to him or her. They all will most likely respond with a question, asking for clarification of the message: What kind of information? Changed in what way? How is this book any good?

   This introduction should lead easily to a discussion of the lack of specificity in language and some of the communication problems that may occur from it.

B. Have students arrange the following lists of words in order of increasing abstraction with the specific, concrete term on the bottom:
   1. Apple, Food, Produce, Fruit
   2. Pistol, Colt 45, Sidearm, Weapon
   3. Mammal, Creature, Man, James
   4. Rocking chair, Man-made object, Furniture, Living room furniture
   5. Sporting equipment, Cross-country skis, Winter sporting equipment, Object

C. The arranging of words in exercise B can provide an effective introduction to Hayakawa's abstraction ladder. See *Language in Thought and Action*. An abstraction ladder can be composed on the board and students can compose one of their own or in groups.

D. Have students write a one paragraph definition of an abstract word such as hope, hate, pain, happiness, art, etc., so that the meaning of the word becomes concrete at the end of the paragraph.

V. Activities Related to Flexibility in Language

A. Ask students to give, either orally or in writing, the same information to two quite different audiences. For example, a student might be asked to explain to a teacher and to a classmate why he or she has not completed a paper due that day. Another might explain to his father and to a friend to whom he owed ten dollars why he is out of money a week before payday. These should make the student aware that he/she is capable of speaking more than one kind of English.

B. Provide students with examples of the

various levels of usage. Discuss the differences in style of words, sentences, occasion, etc. Taped speeches instead of printed materials can also be used.

C. Instruct students to use a dictionary and their own ear for appropriateness to classify the following words as formal, informal, and colloquial.
   1. Crank, Eccentric, Character
   2. Hide, Sequester, Ditch
   3. Irascible, Cranky, Grouchy
   4. Increase, Boost, Jack (up the price)
   5. Decline, Avoid, Pass (up)
   6. Pass (out), Faint, Swoon
   7. Necessity, (a) Must, Requirement
   8. Inexpensive, (a) Steal, Cheap
   9. Snooty, Pretentious, Affected
   10. Room, Domicile, Pad

VI. Activities Related to the Entire Unit on Semantics

A. People sometimes seem to feel that if they are not identified by name, they do not have responsibility for their actions or words. Ask students to think of any examples of this phenomenon and write a paper illustrating how these behaviors might change if people were always identified by name. Ask them to consider the importance of the "naming" in this case.

B. Ask students to select a word which has a strong emotional charge such as "Nazi," "Nigger," "blonde," "sexist," "Feminist," etc., and describe the feelings which are associated with the term. In a paper or in a speech, the students should consider to what extent these feelings are based on reactions to the "word" and to what extent on an actual acquaintance with its referent.

C. In order to illustrate the importance of consciousness of abstracting, ask students to consider the following statement from *The Humanity of Words* by Bess Sondel:

We know that every word is an abstraction, but we forget. We know that every word is a class word that abstracts (takes away from the whole object named) only the similarities of the class to which the object is ascribed and leaves out all the differences. But we forget.

Ask students to write a paper in which they recall illustrations of such forgetting in their own experiences. What were the practical consequences of this forgetting?

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Evaluate the students' definition of language.

B. Evaluate the students' etymology report compiled from work in *The Oxford English Dictionary.*

C. Evaluate the students' translation of the story of St. Peter.

D. Evaluate the students' written analysis of brand names for a certain category of products.

E. Evaluate the students' oral or written answers to the questions on *Animal Farm.*

F. Evaluate the students' arranging of words from concrete to abstract.

G. Evaluate the students' construction of an abstraction ladder.

H. Evaluate the students' definition of an abstract term.

I. Evaluate the students' classifying of words as formal, informal, and colloquial.

J. Evaluate the students' essay concerning the importance of naming as part of identification.

K. Evaluate the students' analysis of the emotional associations connected with a word.

L. Evaluate the students' analysis of the importance of the consciousness of abstracting.

M. Evaluate the students' participation in class activities.

II. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:

A. Define the following terms:
   1. Semantics
   2. Symbol
   3. Denotation
   4. Connotation
   5. Euphemism
   6. Abstraction
   7. Concrete word usage
   8. Edited, formal English
   9. Informal English
   10. Colloquial usage
   11. Slang
   12. Nonstandard usage
   13. Dialect
   14. Regional usage

B. Identify the factors that determine the development of language.
C. Describe the following theories of the origin of language: echoic or bow-wow; interjectional or pooh-pooh; yo-he-ho; ding-dong.
D. Describe how language is a symbolic process.
E. Demonstrate that society may assign many meanings to the same symbol or word through using a dictionary.
F. List three factors which support the notion that no word has the same meaning twice.
G. Arrange a list of words or phrases from the most concrete to the most abstract.
H. Construct an original abstraction ladder of no fewer than five terms.
I. Attach the appropriate usage label to samples of all the levels of usage.

UNIT SOURCES

Baugh, Albert C., *A History of the English Language,* 2nd ed., New York: Appleton-Century-Crofts, 1957. Presents a detailed view of the emergence of the English language to present day American English.

Condon, John, *Semantics and Communication,* 2nd ed., New York: Macmillan Publishing Company, Inc., 1975. Excellent source for materials on the concept of naming as well as on the relationship between language and perception.

Elsbree, Langdon, Frederick Bracher, and Nel Altizer, *Heath's College Handbook of Composition,* 9th ed., Lexington, Massachusetts: D.C. Heath & Company, 1977. Provides specific descriptions of the levels of usage and the notion of abstraction.

Gallant, Roy A., *Man Must Speak,* New York: Random House, 1969. Easy to read account of the origins of language. Contains an interesting view of how animals communicate.

Groom, Bernard, *A Short History of English Words,* New York: St. Martin's Press, 1965. If an OED is not at hand, this book provides the etymology of some common English words.

Hayakawa, S.I., *Language in Thought and Action,* 2nd ed., New York: Harcourt, Brace and World, 1964. Presents an excellent discussion of language as a symbolic process and the abstraction ladder. One of the basic semantics texts written.

Lamb, Barbara, *Symbology, English, Vocabulary,* Miami, Florida: Dade County Public Schools, 1971. This monograph outlines a course in the study of nonverbal or graphic symbols within language.

Riley, Wallis H., *Writing for the Reader, Journalism, English,* Miami, Florida: Dade County Public Schools, 1971. A journalism writing course which trains students in techniques of news gathering, journalistic style, and language usage is described.

Schullstrom, Faith Z., *A Potpourri of Activities for Use in Heterogeneously Grouped Secondary School English Classes,* Albany, New York: New York State Education Department, 1974. This pamphlet includes a variety of suggestions and activities to stimulate language and thereby increase students' control over their environment. The first section is of particular value for this unit.

Audio/Visual Materials

Alphabet Conspiracy, The (Parts I & II)
Bell Telephone, 1959, 60 minutes, color
With animated cartoons, Dr. Frank Baxter teaches the fundamentals of linguistics. Viewers see the exact usage of language in the communication process.

Berfunkle
Portofilms Perennial, 1964, color
Award Winner

Berfunkle introduces problems involved in verbal communication--in our use of words as symbols of things and concepts. A poor soul tries to discover the precise meaning of the word "berfunkle," only to learn that "berfunkle" means different things to different people.

Change in Language
National Educational Television, Indiana University, 1967, 30 minutes, b/w
From the English Fact and Fancy Series

James Bostain considers the continuing changes in language. Of primary concern are the ongoing efforts to standardize English and the reasons for the language changes.

English Language, The: How it Changes
Collaborator: Dr. Thomas H. Wetmore, Chairperson, Department of English, Ball State College

This film shows how changes keep the language alive and flexible, making it a useful tool for communication. By addition of words, by changes in spelling, meaning, pronunciation of words, and by updating the rules of grammar, the English language continues to change.

Know What I Mean -- A Series
Northern Virginia Educational Television (NVT)
Sponsored by the International Society for General Semantics, 1972, color

Six films study the nature of language, verbal and nonverbal meanings. Illustrated are differences in perception, culture, race, past experiences, and uses of language which affect the thinking, beliefs, attitudes, and ability to relate to each other. Titles are: 1) Maps, Models and Metaphors; 2) To be a Man (see "Process"); 3) Mind the Gap; 4) Louder than Words (see "Nonverbal"); 5) Change (see "Mass Media: Broadcasting"); 6) Speak to Me in Fortran (see "Information Systems").

Language and Communication
Moody Institute of Science, 1963, 16 minutes, color
From the Debt to the Past Series

This film presents an analysis of the spoken and written heritage of the English language and its essential role in the communication of ideas. It stresses the significance of developing communication skills. It traces three states through which language has developed: pictographic, ideographic, and phonetic.

Meanings are in People
Bureau of National Affairs, 1965, 24 minutes, color
From the Berlo Effective Communication Series

Dr. David Berlo analyzes the "conveyor belt" view of direct communication: "I told you what to do." He suggests that meanings are in people, rather than in words. Showing some "misunderstandings," he presents a reactment of what was "said" and what was "thought" and "implied" by several managers and subordinates in a typical work situation. His conclusion is that "communication is the main tool in working with people."

Mind the Gap
Northern Virginia Educational Television (WNVT), 1972, 19:28 minutes, color
From Know What I Mean Series: #3

Instructor Victor Kryston examines language perception problems, explaining that eyes, ears, and mind act as both censors and sensors of information processing. Students experiment with methods for overcoming gaps in communication.

Miscommunications
Mass Media Associates, 1972, 5 minutes, color, animation

Four brief cartoons are each followed by a play-on-words parody of a moral, all having to do with confusion in terms between individuals confronting each other. The film is conceived as a "series of satirical probes into the mine-field of human relations." Morals animated include: when communicating, be credible; when cooperating, communicate first; when communicating, be precise; when communicating, be persistent.

Strange Case of the English Language (Part I)
Bailey Film Associates, CBS News, 1968, 48 minutes, b/w and color

This film examines idiosyncrasies of the English language as it is spoken and written today. Interviews with various language experts are featured as well as comments by CBS' Harry Reasoner about John F. Kennedy, Everett Dirksen, Billy Graham, and many others. The sequences help illustrate stylistic quirks and the overuse of pet phrases.

To be a Man
Northern Virginia Educational Television (WNVT), 1972, 18 minutes, color
From Know What I Mean Series: #2

Instructor Victor Kryston shows how language and our earliest experiences shape attitudes and how these attitudes differ with different cultures. Viewers are encouraged to test their own assumptions.

Simulations/Games

Foil
The 3-M Company
Players: 2-4

In this card game, related to Scrabble, participants are dealt cards with letters on them. Points are scored by forming words from the letters. Words are then scrambled and players attempt to unscramble their opponents' words.

On-Words
Wff 'n Proof

This game encompasses virtually every conceivable aspect of words. The authors hope it is an incentive for players to attend more closely to words and language, to seek information and insights. Letter cubes are shaken by individual players, goals are set, challenges are made. Other cubes (Resources, Forbidden, etc.) modify strategies.

UNIT FIVE

LISTENING

INTRODUCTORY STATEMENT

"Hi, I'm Jim Masters, I don't believe we have met."

"No, I don't think we have met. I'm Norma Peterson. Have you been waiting long?"

"Not too long. I wanted to talk with someone about a job. However, I wasn't expecting a woman. Do you interview applicants...uh... Sue?"

The interviewer frowns, shifts uncomfortably in her chair and responds, "Norma. Yes I do the initial screening."

Jim's face reddens and he thinks to himself, "Oh brother, I really blew that one."

Probably all of us have experienced a similar embarrassing situation in which we were introduced and then proceeded to immediately forget the other person's name. What probably happens in most cases like this one is that the concern over the situation, appearance, and what will be said next causes the person to focus on his/her own thoughts rather than what is being said by the other person. Did Jim hear Norma's name? Of course. But he was surprised to find that the interviewer was not a male, he probably was concerned about whether he looked presentable and he was probably trying to think about what he would say next. All of these thoughts were serving as competing stimuli along with Norma's name.

In a similar view, a teacher emphasizes a point in class lecture and is dismayed when a student after class makes some comments that clearly indicate that she didn't hear the emphasized point. A father becomes angered when his son fails to come to the dinner table after being called twice. "I didn't hear you," explains the son. "I was reading the paper." Both of these cases are examples of confusing hearing with listening. In the first case, the sender of the message assumes that since the student could hear the lesson, she was listening. In the second case, the receiver is probably confusing his capacity to hear with his willingness to listen. Some of us become adept at screening out those messages that are uninteresting or unacceptable.

Listening pioneer Paul Rankin reported that seven out of ten minutes of our waking day is spent communicating. Only 9 percent of our communication time is devoted to writing, 16 percent is spent reading, 30 percent speaking and a big 45 percent of the time we are listening. Yet relatively little academic preparation is devoted to listening. Why? Probably because of the confusion reflected in the three examples located above. People assume that an ability to hear implies an ability to listen.

The seriousness of this problem is reflected in a study conducted by Ralph Nichols which reported the listening habits of youth. Second graders were found to retain 80 percent of a spoken message, junior high students retain only 43 percent, and by senior high the retention rate had dipped to 28 percent. This is in spite of a variety of evidence indicating that listening <u>ability</u> increases with age. As people become more educated and experienced, their vocabulary increases, their life experiences broaden and their overall pool of knowledge expands, allowing listening to become easier. Since it is easier, why do actual listening behaviors decline? The answer seems to be simply <u>bad listening habits</u>.

By the time a student reaches high school, many parental sermons and classroom lectures have been tuned out. Even if the student wanted to listen, habitual patterns of behavior may detour and inhibit effective listening.

This unit is designed to increase the students' awareness of common listening problems and to provide experiences in which they can test their listening skills.

INSTRUCTIONAL OBJECTIVES

1. Without the use of notes, the student will be able to define "hearing."

2. Without the use of notes, the student will be able to define "listening."
3. The student will be able to explain the difference between hearing and listening.
4. The student will be able to list six reasons why listening is important.
5. Without the use of notes, the student will be able to define what is meant by a listening attitude.
6. The student will be able to list three requirements of effective listening.
7. The student will be able to describe the five elements of an active listening attitude.
8. The student will be able to demonstrate nonverbal techniques which reflect an active listening attitude.
9. Given a discussion of a controversial subject, the student will be able to demonstrate withholding of judgment.
10. Given a discussion on a controversial subject, the student will be able to demonstrate nonverbal and verbal techniques to draw out the opinions of the speaker.
11. Upon listening to a speech, the student will be able to rephrase and restate the major ideas of the speaker.
12. Without the use of notes, the student will be able to define what is meant by an inference and give an example of one.
13. Without the use of notes, the student will be able to define what is meant by observation.
14. Given an appropriate written or oral message, the student will be able to distinguish inferences from observations.
15. The student will be able to explain and give an example of inference-observation confusion.
16. Without the use of notes, the student will be able to define "intentionality."
17. Without the use of notes, the student will be able to define "extentionality."
18. The student will be able to identify at least six good listening habits.
19. The student will be able to identify his/her own bad listening habits.
20. The student will be able to list four techniques to improve listening ability.
21. Upon listening to a speech, the student will be able to take some notes on the ideas expressed in the speech.
22. The student will be able to identify competing message sources in his/her home.
23. The student will be able to discuss attitudinal biases toward certain individuals and topics that impede effective listening.

CONTENT OUTLINE

I. Active listening is the result of hearing and comprehension.
   A. Hearing involves three factors.
      1. Hearing is the physiological process of sound waves vibrating against the inner ear.
      2. Hearing is simply the detection of sound.
      3. Hearing is an automatic physiological process.
   B. Listening involves several factors.
      1. Listening is the comprehension of the sounds; for example, a person can repeat a spoken word.
      2. Listening involves the assignment of meaning to the sounds; for example, a person can explain what was intended by the spoken word.
      3. The result of listening is comprehension or understanding.
      4. Listening takes energy because it involves mental activity.
   C. Listening is important.
      1. Listening allows us to learn from others' experiences.
      2. Listening allows others to know that they are understood.
      3. Listening indicates an interest in others.
      4. Listening allows us to make distinctions; for example, right from wrong, important from unimportant.
      5. Listening is mental stimulation and exercises the mind.

II. Listening attitudes influence listening ability.
   A. Listening requires the desire to listen to another.
   B. Listening requires an interest in the other person's viewpoint.
   C. Listening requires demonstrating that you are actively listening.
      1. Focus eyes and body on speaker.
      2. Feedback similar words and feelings of the speaker.
      3. Summarize and verbalize what you think the other person said.
      4. Withhold judgment and evaluation.
      5. Respect and praise the speaker for his/her contribution.

III. There are semantic problems involving listening.
   A. Inferences and observations are oftentimes confused.
      1. Inferences can be made any time; observations can be made only during or after actual observation.

2. Inferences can go beyond the data; observations must stay with observed data.
3. Inferences can be made by anyone; observations can be made only by an observer.
4. Inferences can only achieve probable truth; observations can approach certainty.
5. The danger of observation-inference confusion is:
   a. Someone makes an inference.
   b. Fails to recognize or remember he/she did so.
   c. Does not calculate the risk.
   d. Proceeds on inference as if it were certain.
   e. Uncalculated risk may prove fatal.

B. Intentionality and extentionality are factors that influence listening aptitude.
1. Intentionality involves checking out information within one's self.
2. Extentionality involves checking out information from others.

IV. There are several habits of good listeners identified by Nichols.
A. Good listener tries to find something worth remembering; bad listener calls the subject uninteresting and quits listening.
B. Good listener notes problems of delivery and then concentrates on message; bad listener calls the speaker dull, or is bothered by delivery and quits listening.
C. Good listener avoids getting emotionally over-stimulated; bad listener prepares to challenge the speaker.
D. Good listener listens for main ideas; bad listener listens only for facts.
E. Good listener takes a variety of notes; bad listener either takes no notes or becomes overly concerned with outlining the notes.
F. Good listener works at listening; bad listener fakes attention.
G. Good listener avoids distractions or gets rid of them; bad listener creates, or tolerates, distractions.
H. Good listener searches out difficult material; bad listener avoids the difficult and unusual material.
I. Good listener searches for meaning of message rather than individual words; bad listener lets emotion-laden words get in the way.
J. Good listener uses spare listening time to reflect on the message; bad listener wastes time by thinking of non-related subjects.

V. There are several techniques to improve listening ability.
A. Increase vocabulary.
B. Expose one's self to a wide range of listening situations.
C. Practice taking notes during lectures, sermons, etc.
D. Discuss the message with the speaker to see if retention and understanding has been achieved.
E. Remove competing messages:
1. Put down the book.
2. Turn off the television.
3. Select an appropriate time in order to have sufficient time to listen.

LEARNING ACTIVITIES

I. Activities Related to Active Listening
A. Ask students to keep a record of each listening experience in which they were involved for a three hour period during one day (this assignment may be a journal entry).
1. They should specify the times and what they did during the listening period. They should classify the listening experience as:
   a. Hearing,
   b. Listening for pleasure,
   c. Listening for content, or a combination.
2. They should reconsider the listening experiences logged and types of listening used and ask themselves if there was a time when they might more appropriately have used a different type of listening/hearing. Were there any experiences wherein it would have been appropriate to shift to a different type?

B. If there is an occasion such as a guest speaker lecturing at a school function, assign students to attend the lecture. They also should be told to take notes in the form of an outline, trying to get at the meaning of the sender.
1. After the listening experience, students should pair up and compare outlines. As they were all trying to get at the meaning of the sender, the outlines should be similar.
2. Discuss and note any differences

in the outlines. Were some students hearing and not listening?

C. Ask students to listen to a television talk show like "The Tonight Show." Tape record, or if possible, videotape the program.
   1. During the next class meeting, students should write out what they have retained from the program.
   2. Students should then compare their listening records.
   3. Finally, play the tape of the program and discuss the differences in the listening records and the actual program.
   4. Conclusions based on this experience may be recorded in the students' journals.

D. Prepare a murder mystery game similar to the old favorite Clue, by writing 25-30 clues that together would provide information on the murderer, time of crime, weapon, victim, place of crime, and motive. Some of the "clues" may be irrelevant to the crime-solving process. Each of the clues should be written or typed on a 3x5 index card.
   1. Pass out the "clues" so that each student has one or more (students should be seated in a circle).
   2. Each student must then read his/her clue to the group.
      a. No member of the group may pass his/her card to another.
      b. No member of the group may take notes.
   3. After each student has read his/her clue, the group must complete its task by finding the time of the crime, the weapon, the victim, place of crime, murderer, and motive. This task will take several minutes as some students take the leader position and try to organize the discussion.
   4. After the crime is solved, discuss the hearing/listening factors involved. Students should record their own feelings/frustrations felt during this exercise in their journals.

E. Ask one student to volunteer to give the class directions to some place in the school or some other place the entire class knows well. Then ask the same student to give the class directions to some place that the other members could not find by themselves.
   1. Tell students to compare what went on in their minds in the two instances.
   2. Discuss the differences in the processes.

F. Ask several students to videotape or give a live process speech (a type of speech in which the speaker explains a process in temporal order). This process must be one that can be accomplished in a minimal amount of time in the classroom; for example, the making of a sandwich, salad, card trick, drawing, etc.
   1. After each speech ask a member of the class to perform the process as it was described to him by the speaker. He or she should not add to the steps in the process if any were left out. The audience should correct the performer if he/she makes any mistakes.
   2. Discuss this class activity, focusing on the ability of the listener to do what he/she heard.

G. Ask a student speaker or guest speaker to prepare a short paragraph summarizing the content of what he/she gives in a speech. Have the speaker keep this until the speech has been given and each member of the class has written a short summary of the speech. Compare the two statements. Discuss.

II. Activities Related to Listening Attitudes

A. Students should select two of the listening situations recorded earlier in their listening log.
   1. Ask them to write a specific goal which they would want to achieve by listening in each situation.
   2. They should briefly write their reasons for setting each goal. This should be a journal entry.

B. Students should list listening situations they will participate in later in the day or the next day.
   1. For each situation, they should list at least one personal value in that situation.
   2. Just prior to participating in that experience, tell students to recall the specific personal value.
   3. Discuss any differences in their ability to concentrate and their accomplishment of their listening goals.

C. Ask students to select three different listening situations in which they

will be involved in the next day. They should set listening goals for each situation and predict the amount of concentration needed to achieve each goal. Students should be reminded that concentration is a process of refocusing attention to what is important. They should be physically and mentally prepared to listen. They should practice the level of concentration in each situation.

D. Instruct students to select a subject for discussion with a friend. The subject should have personal meaning for both partners. The rules for this interchange are that each statement made by either person must be paraphrased by the other to demonstrate that he/she has heard and understood what was intended. Before the discussion is continued, the originator of the statement must be satisfied that the paraphrase expressed what he/she intended. Students should write a journal entry about the experience and discuss it in class.

E. In order to demonstrate withholding of judgment and evaluation, ask students to consider the following communication situation:

A fellow student meets you in the hall and with a grin on his face says, "I've solved the problem of doing my research paper for English." He pulls out a paper written by his older brother and glances at you for your reaction.

1. Discuss the goal for sending feedback in this situation.
2. Solicit some examples of exact feedback and ask for volunteers to act out this situation.
3. Comment on the specific verbal and nonverbal behaviors used.

F. Divide students into groups of four or five. Assign each group a short role-playing situation in which one member comes to a group with a problem; for example, a quarrel with a girl/boy friend; a complaint about a teacher; a story of revenge. Members of the group should respond to the problem as they would naturally. Then, instruct students to give nonevaluative feedback to the same problem.

G. Divide students into groups of three. One student should be designated speaker, one active listener, and one observer.

1. The speaker should select a topic that he/she enjoys talking about. The active listener should try to nonverbally and verbally demonstrate active listening. The observer should simply watch.
2. After the speech, the speaker and the observer should discuss how effectively the listener was able to demonstrate active listening.

H. As a journal entry, instruct students to list the people in the class whom they are most likely to listen to and those they are most likely not to listen to. Then they should comment on what factors seem to be working to cause them to make these selections.

I. As a journal entry, instruct students to list ideas to which they are most likely to listen regardless of their source. They should also make a list of ideas which they are not likely to listen to no matter where they originate.

III. Activities Related to Semantic Problems Involving Listening

A. In order to demonstrate the difference between inference and observation, choose a large picture depicting a number of people engaged in some activity. Make a list of twenty inferences that may be made by looking at the picture.

1. Ask students to take a close look at the picture.
2. Instruct them to respond to each of your twenty statements in one of three ways:
   a. Statement is true.
   b. Statement is false.
   c. Cannot be certain.
3. Read all the statements, providing enough time for students to respond in writing.
4. Solicit the students' responses.
5. Discuss the fact that all twenty statements are neither true nor false; they are all inferences. Most students will have confused their observations with inferences.

B. Instruct students to write a short behavioral description of someone. They should not write what the person is like but some of the little things he/she does, like this:

Pat stopped on her way to school to drop off her forgetful little sister's lunch box at the grammar school. Arriving late to her first class, she took a seat at the back of the room

and later apologized for her tardiness.

1. Divide students into groups of four. Each student should read their description once to the group and ask them to write an answer to the question: What kind of person is...?
2. Afterward, each student should underline on their papers, everything they wrote about these people that was not explicitly stated in the story. What they have underlined is probably a number of inferences, and they will not be alike from person to person.
3. Each group should discuss these inferences. Can they discover why the inference should not be the same for everybody?

C. Instruct students to try to catch themselves making inferences while someone else is talking to them. In their journals, they should try to write down why they made these inferences. What in the talker's behavior implied the meanings they got from the message?

D. Instruct students to take out a blank sheet of paper and a pencil. Tell them they are to ask no questions as you read them the following directions. They are to see if they can follow the directions by drawing on the blank paper: Read the directions slowly, exactly as written.

1. In the center of the page, draw a circle.
2. Now draw an equilateral triangle touching the top of the circle.
3. Draw a straight line from the bottom of the circle directly downward.
4. Put a dot on the center of that line.
5. Draw a straight line out from that dot in both directions.
6. At the bottom of the vertical line, draw a square.

Have the students share the "picture" they have drawn. There will be many versions, since the directions were not explicit. Some may have inferred that the figure is supposed to resemble a man. Others may have made other inferences based on habit, such as the apex of a triangle should face directly upward or the square should be evenly placed on the end of the vertical line.

E. List a number of topics on the board. Suggestions: war, peace, earth, intergration, death, space, etc.

1. Instruct the students to write three statements of fact about each topic. They must be careful to include no inferences or opinions.
2. Each student must give his/her list to a partner in class.
3. The partner selects any two statements (from the total nine) which he/she believes cannot be verified.
4. Each student must then bring in evidence to satisfy the challenger.

F. The titles of stories in popular movie magazines are usually structured as inferences which deliberately lead the reader to make judgments whose implications are usually negative. Ask students to bring in some examples of these. (Example: "Can Jim Stop Being a Wife-Beater?" Inference: that Jim is a wife-beater.)

G. Ask students to pretend that they are movie magazine reporters who have a harmless, boring story with very few facts. To sell this story, they need to make up a title loaded with inferences. Discuss these titles in class.

H. Stage an incident in the classroom. For example, ask two students to stage a fight, a third to break it up and perhaps a fourth to do something unrelated but distracting, like dropping a bag of marbles on the floor.

1. Ask the class to explain what happened on paper, then record the results on the board.
2. Identify errors in observation and inference confusion.

I. Read a short article to the students from a newspaper. Give them a quiz on the information in which they are required to answer true, false, or can't be determined from the information given. Check the students' ability to distinguish observations from inferences by reviewing their responses.

J. Do the same as in the above exercise except substitute an abstract poem in which the student will need to read into the poem certain meanings. Give them a quiz on the information in the poem to demonstrate the desirability of ambiguity in some forms of discourse. Students should be able to distinguish observations from

inferences in listening to the poem.

IV. Activities Related to Habits of Good Listeners

A. Instruct students that the next time they miss part of what someone says to them, they should try to recall the mental process and try to decide whether they were daydreaming, still handling information given earlier, or distracted by something. Discuss possible remedies to each student's situation.

B. Ask students to make a list (in their journals), of their personal listening errors.

C. Divide students into small groups (four-five). Secretly ask one student in each group to write a deductive (topic sentence first) paragraph on a topic of their choice and ask them to bring the paragraphs to the next class.

1. The students who wrote the paragraphs should not tell their groups that what they are about to read (the paragraph) is a proposition followed by support material.
2. Students will read their paragraphs to their groups.
3. Students should then quiz their listeners:
   a. What is my controlling idea?
   b. What are my supporting reasons?
4. Students with the paragraphs should then rotate to another group. Using the same paragraph, they should mix up the proposition and supporting detail. Students should then give the same quiz.
5. Discuss how the latter experience affected the listening.

D. Pair students. Tell one of each pair to try giving a three or four sentence message to his/her partner, ticking off on the fingers several reasons why he/she believes something. Afterward, the listener should be instructed to recite these reasons. If he/she cannot, enlist his/her help in finding out why.

E. For the next speech assignment, appoint two students to stand at the blackboard behind a student speaker and write the outline on the board as the student is talking. The speaker could then compare his/her outline with those of the listeners. Discuss this exercise in terms of how both the speaker and listeners could improve their skills.

F. Instruct the students to try to discover throughout the next few days, what various teachers or speakers do to help them listen. Students should record their observations and discuss them in class.

G. When students listen to a dull speaker, they should make a list of things they think he/she could do to attract and reattract attention.

H. If the students have an opportunity to give a formal speech in class in the near future, ask them to watch their listeners closely in order to note when attention is waning. Instruct them to do something, such as turning to the board and picking up a piece of chalk. Does this help?

I. Students should observe one instance where someone was not listening. Students should try to determine why the person wasn't listening and what the consequences were for the sender and the receiver.

J. Students should have one example of a person who turns them off as an active listener. Students should identify what behavior, attitude, or topic of the sender caused them to quit listening.

K. Ask for five volunteers to leave the room. The remaining students should be asked to listen for significant errors of omission and distortion.

1. Ask for one student to return to the room. The teacher should read a short narrative paragraph to the first student who is then asked to repeat it to the second student.
2. Repeat the process until all five students have told the narrative (the last student should repeat the narrative to the teacher).
3. Discuss this experiment.

L. Students should watch a television program containing a discussion of "difficult" material. Ask the students to be prepared to discuss the program in class.

M. Find two students who hold radically divergent views on a particular topic. Instruct each privately that he/she is to find out what is behind the other's unwillingness to change his/her belief. Then let them talk for 30 minutes. Afterward, ask each of them to tell the class what is behind the other's belief and ask the other to respond. Discuss.

N. Instruct students to plan a time, perhaps at dinner, when they will not

make any assertions at all, even when asked a question. They should only respond with questions. If someone notices anything odd about their behavior, it should tell them something about themselves.

O. For class discussion, bring up the issue of why some of the students may be doing poorly in a particular course. Have the class determine if any of the poor listening habits may contribute to the lack of the students' success.

V. Activities Related to Improving Listening Ability

A. Begin to make students aware of building their own vocabulary by giving short oral or written vocabulary quizzes based on the reading material assigned to the class.

B. Another vocabulary building technique is appointing a student per day to write a word on the board which he/she has newly discovered. Each student then has a list of words on which quizzes can be based.

C. Occasionally collect students' notes after a class lecture and evaluate the detail and organization of the material. Discuss note taking as an essential skill.

D. Instruct students that in their next conversation with someone, they are to use only restatements as responses. Tell them to keep track of the number of times the restatement is a fair replication of what the talker meant.

E. Tell students to ask their conversation partners a number of times each day: "What do you mean by that term?" They should not be content with a superficial answer. They should continue questioning until they know what the talker means.

F. Ask students to become aware of competing messages in situations where they should be engaged in active listening. Suggest a recent situation like "Why I didn't get much out of that last history class." Discuss types of distractions found at school, home, church, etc., and how they can be overcome or lessened.

G. Instruct students to do this listening experience with a friend who will share two similar listening situations with them.

1. During the first experience, ask the friend to take careful notes in the form of an outline. During the experience, you are to listen carefully--reviewing and previewing main points. You are not to take notes.
2. As soon as the listening experience is over, write down the main points as you remember them. Compare notes and discuss differences.
3. Reverse the roles and try the experience again.
4. Discuss this experience.

VI. Activities Related to the Entire Unit on Listening.

A. Ask students to write a 500 word essay in which they evaluate themselves as listeners, using Nichols' criteria as their primary focus.

B. Ask students to role play a situation depicting a poor listener, accentuating nonverbal cues. This skit may also be filmed or videotaped.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Evaluate the record of the listening experiences occurring over a three-hour period.

B. Evaluate the outlines made during the listening to a speaker assignment.

C. Evaluate the process speeches.

D. Evaluate the students' ability to give nonevaluative feedback in the role-playing situations.

E. Evaluate the students' ability to demonstrate active listening.

F. Evaluate the students' performance in the inference/observation activities.

G. Evaluate the students' statements of fact and their proof of these statements of fact.

H. Evaluate the students' story titles that are to be full of inferences.

I. Evaluate the students' deductive paragraphs.

J. Evaluate the students' ability to recall an oral message given by a fellow student.

K. Evaluate the students' hints for a dull speaker to follow to attract the audience's attention.

L. Evaluate the student's analysis of why someone was not listening and the effect the sender had on the situation.

M. Evaluate the students' ability to determine the concepts behind the

beliefs of a fellow classmate after a 30-minute discussion.

N. Evaluate the students' performance on the vocabulary quizzes.

O. Evaluate the essay in which the students evaluate their own listening abilities.

II. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:

A. Define the following terms learned in this unit:
1. Hearing
2. Listening
3. Listening attitude
4. Inference
5. Observation
6. Intentionality
7. Extentionality
8. Good listening habits

B. Explain the difference between hearing and listening.

C. List six reasons why listening is important.

D. List three requirements of effective listening.

E. Describe the five elements of an active listening attitude.

F. Explain and give an example of inference/observation confusion.

G. List four techniques to improve listening ability.

UNIT SOURCES

Krupar, Karen R., *Communication Games,* New York: Macmillan Publishing Company. Good selection of listening games for classroom use as well as other valuable communication games. See pp. 75-85 for listening games.

Lieb-Brilhart, Barbara, Comp., *An Activities Supplement to the Curriculum Guide for Speech Communication Grades 8-12,* Crete, Nebraska: Nebraska Speech Association, 1972. Projects suggested here are structured according to the contract system for classroom, individual, or group assignments. Excellent projects on listening.

Mills, Earnest P., *Listening: Key to Communication,* New York: Pettocelle Books, 1974. Important background information concerning listening skills in our daily lives.

Moray, Neville, *Listening and Attention,* Baltimore: Penguin Books, 1959. Summary of some of the research on listening in psychology and physiology. Needs to be updated.

Nichols, Ralph G., and Leaonare A. Stevens, *Are You Listening?,* New York: McGraw-Hill Book Company, 1957. The pioneer work on listening. Nichols is the leading specialist on listening behavior and this book covers many factors of the listening process.

------, "Listening is a 10-Part Skill," *Nation's Business,* 45 (July, 1957), pp. 56-60. Nichols' ten bad listening habits are explained and suggestions for overcoming these are given as well.

Russel, David, and Elizabeth Russel, *Ninety Listening Activities,* Columbia University: Bureau of Publications of Teacher's College, 1959. Excellent activities for in classroom use.

Wagner, Guy, *Listening Games,* New York: Teacher Publishing Corporation, 1969. Another good selection of games for improving listening skills.

Weaver, Carl H., *Human Listening: Processes and Behavior,* Indianapolis: The Bobbs-Merrill Company, 1972. A comprehensive review of the principles of human listening and ways by which listening can be improved.

Audio/Visual Material

Are You Listening?
Strauss Perennial, 1966, 12 minutes, b/w
This film explores five major areas of non-listening. For a more effective communication program, it focuses on the diagnosis of the causes. Its aim is to provide a firm basis of

discussing non-listening effects, and to encourage people to judge the significance of effective listening.

Communication Skills: Learning to Listen and Express Yourself
Center for Humanities, slide/cassette program
Receptive listening skills are the primary emphasis of this program.

Listening: The Input Part of Communication
Rank Production Roundtable, 1972, 14 minutes, color
Dramatized in this film are poor listening habits and how to correct them. "Input" communication is offered as the panacea to open the doors that block solutions.

Listening Skills: An Introduction
Coronet, 1965, 11 minutes, b/w and color
Images presented suggest a stream of consciousness to illustrate vividly what may be going through one's mind with what "should" be going through one's mind while listening.

Making Yourself Understood
Encyclopaedia Britannica, 1963, 14 minutes, b/w, vt/vc
Collaborator: Cyril O. Houle, University of Chicago
With the stress on the achievement of listening for more effective communication, this film examines basic process factors involved. It analyzes the significance of recognizing these elements in both criticism and evaluation. Five communication elements are suggested: who, what, to whom, how, and with what effect.

Message to No One, A
Champion Oklahoma State, 1960, 25 minutes, color
This film emphasizes the necessity of listening to others and of being conscious of one's surroundings. Dramatized are the consequences of not listening in a family setting.

Simulations/Games

Listening Game, The
Didactic Systems
The objective is to teach that listening is "functionally selective." Two men (on tape) discuss an issue. Before playing the tape, the instructor distributes six different sets of instructions to participants (participants believe they are receiving the same instructions). All listen to the taped conversation and answer the same questions, comparing answers. By examining all six sets and the four-page script of the taped discussion, participants are able to understand how "mental sets" and individual needs influence listening.

UNIT SIX

NONVERBAL COMMUNICATION

INTRODUCTORY STATEMENT

"Mr. Riley was rather unfriendly this morning."

"Unfriendly? I didn't notice anything unfriendly about him."

"What do you mean? He didn't even look at the class when he said 'good morning,' and for the first time this year he just stood behind the lectern as he talked. He usually sits on the desk--more like a friend than a teacher. That three-piece suit with the pocket watch was a bit much. Who does he think he is? Mr. Chips or something?"

"Oh he probably just had an important meeting after school. I'm sure he wasn't trying to impress us at all."

"I don't know. I'm going to steer clear of him today. I'll talk to him about my research project another day--when he gets down off his high horse."

The old adage, "You can't judge a book by its cover," is ingrained in all of us at an early age. Yet we do, consciously or unconsciously, judge and respond to others according to their "covers." The dress, walk, facial expression, and posture of others determines our responses to them, not only upon first meeting, but throughout our relationship with them.

All of us have been sending messages nonverbally (without words) from the first minute of our lives, and our survival depends upon the ability of others to understand our cries, coos, and wiggles. We in turn learn to interpret the hugs, kisses, and gentle touch of those who care for us to the extent that we learn to identify our loved ones and their feelings toward us. Although our first words were eagerly received as milestones in our lives, by the time we said them, we had already become efficient communicators in our wordless world.

For the most part, education from nursery school days on, has been concerned with an ability to read, write, and comprehend the written and spoken word. Those endless spelling lists, vocabulary drills, and grammar exercises were aimed to make us effective users of the English language and perhaps even speakers of a foreign language or two. But what about those messages that we send and receive without words as the code? A major portion of our communication experience is in sending, receiving, and interpreting nonverbal messages, yet it is rare for educators on any level to explicitly address themselves to the "grammar" of the nonverbal message.

This unit will introduce the "grammar" of nonverbal communication so that students may become increasingly aware of the influence of nonverbal communication in everyday life. Awareness of nonverbal communication is one objective; utilizing the nonverbal code is another. The quarterback faking a hand-off, the poker player disguising his/her feelings toward his/her hand, the lost person seeking a friendly stranger for directions, and the interviewer looking for the "real" person behind the impressive resume are all utilizing nonverbal communication to their potential advantage. Likewise, the student should be able to become an effective nonverbal communicator. An examination of the nonverbal messages which they send should help increase literacy in the nonverbal world.

INSTRUCTIONAL OBJECTIVES

1. Without the use of notes, the student will be able to define nonverbal communication.
2. The student will be able to list four types of nonverbal communication.
3. The student will be able to explain how environment is a factor of nonverbal communication.
4. The student will be able to describe an interpersonal communication situation in which the colors of an environment function as nonverbal communication.
5. The student will be able to describe an interpersonal communication situation in which the seating arrangements in a particular environment function as nonverbal

communication.

6. The student will be able to describe an interpersonal communication situation in which environmental temperature functions as nonverbal communication.
7. The student will be able to explain how physical behavior is a factor of nonverbal communication.
8. The student will be able to list three body movements which have specific meanings in our culture.
9. The student will be able to explain how touch can be a factor of nonverbal communication.
10. The student will be able to describe an interpersonal communication situation in which touch is functioning as nonverbal communication.
11. Without the use of notes, the student will be able to define what is meant by eye contact.
12. The student will be able to list four ways in which eye contact influences interaction between communicators.
13. The student will be able to describe an interpersonal communication situation in which eye contact functions as nonverbal communication.
14. Without the use of notes, the student will be able to define what is meant by vocal quality.
15. The student will be able to list five ways in which vocal quality functions as nonverbal communication.
16. The student will be able to describe an interpersonal communication situation in which vocal quality is functioning as nonverbal communication.
17. The student will be able to describe how the rate at which a person speaks functions as a factor of nonverbal communication.
18. The student will be able to explain how physical appearance functions as a factor of nonverbal communication.
19. The student will be able to list and define three body types.
20. The student will be able to describe what the endomorph communicates by his/her body type.
21. The student will be able to describe what the mesomorph communicates by his/her body type.
22. The student will be able to describe what the ectomorph communicates by his/her body type.
23. The student will be able to describe an interpersonal communication situation in which body type is functioning as nonverbal communication.
24. The student will be able to explain how clothing functions as a factor of nonverbal communication.
25. The student will be able to describe an interpersonal communication situation in which clothing is functioning as nonverbal communication.
26. The student will be able to describe an interpersonal communication situation in which hair style is functioning as nonverbal communication.
27. The student will be able to describe an interpersonal communication situation in which posture is functioning as nonverbal communication.
28. Without the use of notes, the student will be able to define personal space.
29. The student will be able to explain how personal space functions as nonverbal communication.
30. The student will be able to describe an interpersonal communication situation in which personal space is functioning as nonverbal communication.
31. The student will be able to list four ways that nonverbal symbols can affect verbal messages.
32. The student will be able to describe an interpersonal communication situation in which a nonverbal message has an impact upon a verbal message.
33. The student will be able to explain how nonverbal messages communicate feelings by providing two specific examples of this phenomenon.
34. The student will be able to list five reasons why misinterpretation of nonverbal symbols often occurs.
35. The student will be able to describe an interpersonal communication situation in which a misinterpretation of a nonverbal message occurs.
36. Given a picture of interpersonal communication, students will be able to identify at least five nonverbal messages in the picture and interpret these messages according to the American cultural norm.

CONTENT OUTLINE

I. Nonverbal communication is the process by which meanings are given to nonword symbols.
   A. Environment affects the people within it.
      1. Colors encourage types of interaction.
         a. Warm colors (yellow, orange, red) encourage interpersonal activity.
         b. Cool colors (green, blue, grey)

encourage quiet.

2. Seating arrangements affect interpersonal communication
   a. Leaders generally sit in front or at the head of a table; the second in command generally sits at the right of the leader.
   b. A higher elevation suggests the superior position.
   c. Conversation is facilitated by opposite or corner seating.
3. Extreme temperatures can affect the comfort of communicators thereby affecting the communication between them.

B. Various physical behaviors, the ways in which people move and use their bodies, have acquired meanings in our culture.
   1. Some body movements have specific meanings.
      a. A wave of the hand is a greeting.
      b. A crossing of the arms shows firmness or being closed.
      c. A shaking of the head shows disagreement.
      d. A nodding of the head shows agreement.
   2. Touch is also culturally tied:
      a. Handshaking means friendship.
      b. Arm hugging means emotional support.
      c. Kissing denotes a close relationship in the United States, while it shows friendship in many other countries.
      d. Touch can increase warmth if it is congruent with the needs of the other.
   3. Eye contact influences interaction between communicators.
      a. Eye contact conveys the message that channels of communication are open.
      b. Eye contact between communicators increases as distance increases.
      c. Eye contact may cause anxiety if a person gazes for a long period of time.
      d. A lack of eye contact connotes deception, lack of interest, or nervousness.
   4. The vocal qualities communicate beyond the words being said.
      a. Loudness denotes anger.
      b. A high pitch denotes excitement.
      c. A low pitch denotes concern or intimacy.
      d. A monotone denotes boredom.
      e. Breathiness denotes femininity.
      f. Throatiness denotes masculinity.
   5. The rate at which one speaks, moves, and gestures communicates emotion.
      a. A fast pace denotes excitement.
      b. A slow pace denotes dread or insecurity.

C. Physical appearance is the initial basis for reaction to others.
   1. Body type is one facet of appearance that affects communication.
      a. The endormorph, or fat person, is stereotyped as good-natured, kind, and not in good health.
      b. The mesomorph, or muscular person, is stereotyped as strong, adventurous, and masculine.
      c. The ectomorph, or lean person, is stereotyped as sickly, tense, and intelligent.
   2. Clothing influences assessment of others.
      a. Uniforms (police, military) demonstrates position and/or authority.
      b. Fashionable clothing denotes affluence and materialism.
      c. Careless dress denotes a lack of concern for self.
   3. The hair style or length of hair can show age, interests, and political spectrum.
   4. Posture can show a degree of self-confidence.

D. Personal space is the particular area around an individual which he/she feels is his/her own.
   1. Personal space is defended as an exclusive preserve.
   2. Violation of personal space elicits defensive behavior such as leaning back, body rigidity, lack of eye contact, etc.

II. Nonverbal communication functions in the communication situation in many ways.

A. Nonverbal symbols have an impact upon verbal messages.
   1. Nonverbal messages may reinforce the verbal message.
   2. Nonverbal messages may contradict verbal messages.
   3. Nonverbal messages may specify/modify the verbal message.
   4. Nonverbal messages may control the flow of conversation.

B. Nonverbal messages usually

communicate feelings.

1. Feelings difficult to convey verbally can be conveyed nonverbally with less difficulty.
2. The nonverbal message has higher credibility with an audience since it is often conveyed unconsciously and is less controllable.

III. Misinterpretation can result when attaching meaning, or failing to attach meaning, to nonverbal symbols.

A. Most nonverbal symbols are culturally bound; therefore, when confronted with people from a different culture, care must be taken in deciphering nonverbal symbols.

B. Nonverbal symbols should be interpreted with other cues such as setting, verbal symbols, etc.

C. Sometimes nonverbal cues are not intentional and do not indicate an emotion.

D. Sometimes a nonverbal cue is a random movement or a personal habit.

E. Some nonverbal cues are not received due to inattention or inexperience.

LEARNING ACTIVITIES

I. Activities Related to Types of Nonverbal Symbols

A. Ask students to describe two classrooms in which they attend classes daily. They should then describe three nonverbal messages they receive in each situation from the environmental factors involved. Specific attention to size, colors, seating arrangements, etc., should be given as students identify the kind of learning experiences that they anticipate in these environments. A profitable discussion may center on comparing the old with the new classroom and the traditional and the open classroom. If possible, the instructor should arrange to hold class in different locations during the nonverbal unit and spend a portion of class discussion time on the effect of the atmosphere found in the gym, library, chemistry lab, cafeteria, etc. Journal entries in which students record their reactions may be assigned.

B. Recommend that students take note of the physical arrangements of the following places by commenting on the messages transmitted by furnishings, decor, lighting, etc.

1. Doctor's office
2. Restaurant
3. Boutique
4. Church
5. Museum

The results of these observations may be material for class discussion or an essay assignment.

C. Divide students into groups of four or five and assign each group the same one-act play to read. Each group must then "design" a set (complete with furniture), assign roles to famous actors/actresses, and design costumes, as if the group were actually going to produce the play. This project can be accomplished by use of magazine pictures and cardboard mock stages.

Compare/contrast the results of each group's efforts. Each group should be prepared to defend the nonverbal effects they want to convey to the audience in light of the theme of the drama.

D. Ask students to rearrange the furniture in a room in their homes and ask them to record in their journals or discuss in class reactions to the change by various family members over a period of a few days. Perhaps a series of small changes such as the placement of a plant, table, lamp, chair, etc., could be made over a period of a few days if a radical change is impractical.

E. Ask students to bring copies of old decorating magazines and, randomly choosing a room such as kitchen, living room, dining room, etc., select a photograph of a room that most typifies their ideal of that room for their future home. Students may prepare a short oral presentation in which they describe the nonverbal implications of the colors, types of furniture, furniture arrangement, etc.

F. Ask students to write a one-paragraph description of someone entering the classroom (he/she should be a fictional character). They should not have this person say anything; rather, the mood and personality of the person should be presented through body language. Each paragraph should be read to the class (or in small groups) and the audience should try to guess the mood/personality of the character.

G. Assign students to spend an hour sitting in a park, restaurant, bus station, or somewhere they will have an opportunity of seeing a great many people they do not know. Whenever someone comes by who catches the student's eye, he/she should jot down a comment about what he/she is like. They then should ask themselves what caused them to make this guess and list as many details about this person as possible. A few details that might influence them are: age, sex, clothing, posture, gestures, build, etc. Discuss the results of this observation in class.

H. To illustrate the concept that the body conveys a great deal of meaning even without words, devote a class period to a game of charades. Afterward, discuss how much it is possible to convey without words.

I. Walk into your classroom several times, each time conveying through your body language a different type of teacher (or student if you prefer). Have the students watch and then write what type of teacher or student they think you are and what body signals led them to that conclusion. Compare the conclusions reached by various members of the class and ask them to describe the body language which led them to their conclusions. Ask for a volunteer to enter the room for a repeat of this exercise if desired.

J. Instruct students in a trust walk exercise. After pairing students, have one partner blindfold the other. Then, without any talking, the sighted partner guides the blindfolded partner around the school, guiding his/her movement. After a period of time (30 minutes), partners should switch roles. After the exercise, students should discuss the kinds of messages given and received during the "walks" and the degree of development of confidence in the partners.

K. Instruct students to sit face-to-face with a partner across a table. Each person must close his/her eyes and find each other's hands and explore the hands by movement and touch. After a few minutes, discuss the kinds of messages that were transmitted and the new perceptions of the partners gained through this exercise.

L. Pair students and instruct them to sit face-to-face for five minutes, letting their "eyes" do the talking. What messages were given and received? Discuss.

M. In order to make students aware of the effect of eye contact, instruct students to do the following experiment during a free period:
   1. Instructions: Walk down a hallway and choose a person walking toward you who is far down the hall. Look directly in his/her eyes until he/she walks by. Repeat with a few other people.
   2. During the following class period, discuss the nonverbal and verbal messages sent in reaction to this eye contact experiment. What meanings did the subjects think were being communicated?

N. Pair students and ask them to conduct a conversation by vocal variation as they sit close together with eyes closed. Using only one or two vowel sounds, such as "oo," "ah," "ee," (no words) they should attempt to communicate through varying tone, quality, pitch, rate, etc. Discuss the messages sent.

O. Divide students into groups of four and ask them to enact a situation using one phrase for all the dialogue. For example, they may enact an argument between a coach and a football player with both parties using only the words, "on the bus."

P. Arrange students so that they are seated in a circle. Have each mentally choose a fellow student and write down a message he/she receives about the person's mood, feeling, and purpose from what the person is wearing. After a few minutes, tell the students to exchange their observations and discuss inferences made based upon clothing.

Q. List a number of jobs like doctor, lumberjack, judge, teacher, chemist, mechanic, etc., on the board. Have students write a brief description of the clothing they would expect members of these professions to wear. Discuss.

R. Present a series of 8-10 photographs or slides depicting people of various ages and races in various styles of clothing. Ask students to select the one person they would most want to sit next to during a cross-country bus trip. Then discuss the nonverbal messages they received from the photographs that influenced them in

making their choices.

S. Ask students to analyze their own physical appearance for the period of a week. In their journals, they should daily record what they wore that day and what they communicated, or wanted to communicate, by their physical appearance. These journal entries may serve as the basis of an essay in which students analyze personal appearance as a nonverbal symbol.

T. Instruct students to try to communicate a serious matter to a friend at each of the following distances:
   1. By whispering in his/her ear.
   2. By speaking at arm's length.
   3. By speaking about six feet away.
   4. By speaking across a room.
   5. By speaking outside at approximately 40 feet apart.

   Students should note the alterations made in the nature of communication in order to convey the message. Students should repeat this exercise using an impersonal subject.

U. In order to increase students' awareness of personal space as a factor in nonverbal communication, instruct them to go to the library and take a seat next to a person studying alone at a table. They should begin working but be conscious of the person's reaction to them. They should try this several times throughout the nonverbal unit, and note the varying reactions they receive by this imposition of personal space. How did various individuals cope with this situation?

V. Have students select one of the following categories of nonverbal communication and write a paper citing real life examples that demonstrate the importance of the category in their daily communication expericences.
   1. Environment
   2. Physical behavior
   3. Physical appearance
   4. Personal space

II. Activities Related to Nonverbal Communication Functions

A. Instruct students to make journal entries in which they record nonverbal messages responded to during a given day. They should identify those messages that had the greatest and least effect on behavior.

B. Pair students, instructing them to discuss a commonly agreed upon topic for five minutes. Then, each partner should identify the messages received from specific nonverbal behaviors.

C. Ask students to carefully note the nonverbal messages sent by a speaker during a sermon or lecture. Discuss how the speaker used or failed to use nonverbal symbols to identify main ideas.

D. Instruct students to watch a specific newscast on a given day with the volume turned off. At the same time, the instructor may record the newscast or ask a group of students to listen to it. During the following class, discuss the nonverbal cues that led to an understanding of the messages sent during the newscast.

E. Have each student draw a slip of paper on which is written a single word (see list below). When it is his/her turn, he/she must walk around the room using the body to illustrate the meaning of the word. No sound may be made and the class is to watch silently. When the student has completed the task, each member of the class writes down what he/she thinks the word is and what nonverbal cues suggested that meaning. At the end of a number of presentations, the class can discuss their perceptions as well as the ease or difficulty of this exercise.

   Word suggestions:

bored	conceited
happy	nervous
critical	intelligent
love-struck	childlike
sly	aggressive

F. Divide the students into groups assigning each group the task of demonstrating through a skit the four ways by which nonverbal symbols can have an impact upon verbal messages:
   1. Reinforcement
   2. Contradiction
   3. Modification
   4. Control of conversation

G. Instruct students to make a list of nonverbal cues they give that either dismiss another person or serve as "put downs." Ask students to demonstrate these techniques in class. Discuss how gestural behavior can serve as a negative influence on interpersonal communication.

III. Activities Related to Misinterpretation of Nonverbal Cues

A. For oral presentation and demonstration, students of various racial and ethnic backgrounds may be instructed to research the particular nonverbal codes for politeness and propriety in their respective homelands and/or families/subcultures. Students may be assigned a cultural group since duplication may result in this exercise.
B. Invite a person from another country to discuss the meanings of nonverbal symbols in his/her country. Perhaps the guest speaker has had problems with nonverbal communication in the United States that he/she can describe for the class.
C. Ask students to recall a recent experience where they missed an important nonverbal cue due to their own inattention or inexperience with the cue. Perhaps groups of students can role play some of these situations and suggest remedies to the problem of missed cues.
D. Assign groups of students to role play a situation in which someone mistakenly attributes meaning to a meaningless cue or does not attribute meaning to a meaningful cue.
E. Assign an essay in which students analyze the phenomenon of misinterpretation of nonverbal messages through describing specific instances of this in their own interactions.

IV. Activities Related to the Entire Unit
A. In an essay entitled, "More than Words," students can take a personal inventory of themselves analyzing the messages sent by their clothing, hair style, jewelry, vocal qualities, body type, and other nonverbal symbols.
B. Students may create a slide presentation, videotape, or film which tells a wordless story (sound may be used). A written or oral analysis of the message system used in the presentation should be presented with the created material.
C. Students may research children's wordless books and present a panel which introduces the class to this form of literature and evaluates the methods of authors/illustrators used to create books.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example;
A. Evaluate the students' role playing in the various suggested activities.
B. Evaluate the students' contributions to class discussion throughout the unit.
C. Evaluate the students' journal entries made during the unit.
D. Evaluate the students' essay on a particular environment.
E. Evaluate the students' one-act play production.
F. Evaluate the students' oral presentation of their ideal room.
G. Evaluate the students' one paragraph description of a fictional character walking into the room.
H. Evaluate the students' essay on appearance based on a week's observation of themselves as nonverbal symbols.
I. Evaluate students' essay on a category of nonverbal communication.
J. Evaluate the students' skits on four ways by which nonverbal symbols can have an impact on verbal messages.
K. Evaluate students' research report on a foreign group's nonverbal communication symbols.
L. Evaluate students' essay on the phenomenon of misinterpretation of nonverbal messages.
M. Evaluate the essay entitled, "More than Words."
N. Evaluate the students' media presentation of a wordless story.
O. Evaluate the students' analysis of children's wordless books.

II. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:
A. Define the following terms:
1. Nonverbal communication
2. Eye contact
3. Vocal quality
4. Endomorph
5. Mesomorph
6. Ectomorph
7. Personal space
B. List and describe the four types of nonverbal communication.
C. List and describe four ways in which eye contact influences interaction between communicators.
D. List and describe five ways in which vocal quality functions as nonverbal communication.
E. Explain how physical appearance functions as nonverbal communication.

F. List and describe four ways that nonverbal symbols can affect verbal messages.
G. List and explain five reasons why misinterpretation of nonverbal symbols often occurs.
H. Identify at least five nonverbal messages in a picture and interpret these messages according to our cultural norm.

UNIT SOURCES

Benthall, Jonathan, and Ted Polhemus, eds., *The Body as a Medium of Expression,* New York: E.P. Dutton and Company, 1975. This collection of interesting and insightful essays about the role of the body in communication includes such noted authors as Birdwhistell, Bates, and Willis.

Duke, Charles R., "Nonverbal Communication: Activities to Stimulate Awareness," *Exercise Exchange,* 18 (Spring, 1974): 21-25. This article suggests exercises, activities, and materials teachers can use to help students increase awareness of the nonverbal aspects of communication.

Fast, Julius, *Body Language,* New York: M. Evans and Company, 1970. This popular book discusses the notion of personal space, touching, the nonverbal signs of loving, and the body as a communication medium. Highly readable for students and teachers.

Hall, Edward T., *The Silent Language,* New York: Doubleday and Company, 1959. This is an excellent examination of the nonverbal communication within and between people and cultures.

Heiman, Hazel, "Teaching Interpersonal Communication," *North Dakota Speech and Theatre Association Bulletin,* 2 (Winter, 1973-74): 7-29. An outline for teaching an interpersonal communication course to high school students is presented in this article. The suggestions for teaching the nonverbal unit are worth looking into.

Mehrabian, Albert, *Silent Messages,* Belmont, California: Wadsworth Publishing Company, 1971. Another readable paperback (see Fast) that presents the theories and concepts of nonverbal communication. Useful for students and teachers.

Ruesch, Jurgen, and Weldon Kees, *Nonverbal Communication,* Berkeley: University of California Press, 1956. Although one of the early treatises on nonverbal communication, this book remains one of the major texts on nonverbal communicative behavior.

Scheflen, Albert E., *Body Language and Social Order: Communication as Behavioral Control,* Englewood Cliffs, New Jersey: Prentice-Hall, 1972. The social functions of gesture are explored in this popular and readable book.

------, *How Behavior Means,* New York: Gordon and Breach, Science Publishers, 1973: Garden City, New York: Doubleday and Company, Anchor Books, 1974. Another good book on gestures, Scheflen explores the ways meaning is assigned to various gestures.

Weitz, Shirley, ed., *Nonverbal Communication: Readings and Commentary,* New York: Oxford University Press, 1974. This collection of classical studies of nonverbal communication includes essays on facial expression, paralanguage, body movement, spatial behavior, and multichannel messages.

Audio/Visual Materials

Art of Silence, The: Pantomimes with Marcel Marceau
Encyclopaedia Britannica, 8-17 minutes, each color
This series of 13 films deals with the meaning of mime: "The Language of the Heart"; "Bip as a Skater"; "The Painter"; "Bip at a Society Party"; "The Sideshow"; "Bip Hunts Butterflies"; "The Creation of the World"; "Youth, Maturity, Old Age"; "The Maskmaker"; "Bip as a Soldier"; "The Dream"; "The Hands"; "Cage."

Invisible Walls
University of California, 1969, 12 minutes, b/w
This film illustrates the dependence of American social interaction upon nonverbal communication. Film focuses on "invisible barriers" erected by individuals.

Kinesics
Pennsylvania State University, 1964, 73 minutes
Raymond L. Birdwhistell, Eastern Pennsylvania Psychiatric Institute, delivers a lecture about a "system of categorizing and defining facial expressions, gestures, posturing in terms of communicative meaning."

Looking for Me
University of California, 29 minutes, b/w
Janet Adler presents a film about body awareness and body language. If other communication methods fail, methods of nonverbal communication are suggested.

Louder than Words
Northern Virginia Educational Television (WNVT), 1971, 17 minutes, color
From Know What I Mean Series: #4
This film suggests that glances, postures, and gestures are all "culture-shaped" and often speak more eloquently than words. Body language meanings are explored and compared.

Mime of Marcel Marceau, The
Learning Corporation of America, 23 minutes, color
This film follows the great French pantomimist at work both on stage and behind the scenes. We watch Marcel Marceau before an audience giving a seemingly effortless performance that runs the gamut from comedy to tragedy.

Stained Glass: A Photographic Essay
Bailey Film Associates, 1971, 8 minutes, color
No narration
In this essay of nonverbal communication, a craftsman makes a stained glass work of art to express his love of beauty. Students of language and composition may interpret his inspiration and perception.

Simulations/Games

Body Talk
Psychology Today Games, 30 minutes-1 hour
Players: 2-10
Somewhat related to the old-time charades, this game of nonverbal communication rewards participants who attempt to express and receive emotions successfully without using words. Cards with emotions written on them are dealt to players. They attempt to communicate these emotions by using their entire bodies or parts of the body. The object of the game is to "get rid of" cards by expressing and receiving emotions effectively.

UNIT SEVEN

GROUP COMMUNICATION

INTRODUCTORY STATEMENT

"Hi Sue. Thanks for having me over last night. I couldn't believe how much fun your family has together at dinner. I sure wish my family was like that. Seems like someone is always rushing off, or my father uses the time to lecture to us. What a difference there is between our two families!"

"I can't understand it. We never seem to accomplish anything in our meetings. Seems like the athletes and cheerleaders take one side of an issue and the debaters take the other side. I wish our student council could be a little more cohesive."

"Mom, I can't understand it. All of the popular kids in my class are going to Steve's party but I didn't get invited because everyone knows that I don't approve of drinking. Sometimes I feel like I ought to give in and join the others...."

Regardless of whether a student has had any instruction on the functions of group behavior, by the time he/she is in high school many groups have had a major influence on the student's life. The family serves as a primary group but soon other groups such as church, school, and recreational groups add their influence upon molding the behavior of the individual. Much of our life is spent communicating in and about groups.

Groups contain a few people with shared interests who communicate regularly with one another. They may be formed for specific task related purposes, such as the student council, or they may meet for primarily social reasons, such as a group of friends. Whatever the reason for their formation, groups share certain commonalities. Exposure to these commonalities does not guarantee that a student will solve the difficulties experienced in groups, but at least he/she may be more understanding of the process and may in turn be a more productive and responsible member.

An easy temptation in discussing group behavior is to offer prescriptions such as "Make certain that everyone has an equal input into the discussion," or "Be sure to adopt a democratic style of leadership." A premium is often placed on a "happy, cooperative" group at the possible expense of creative conflict. The problem of prescriptions is that for every two cases that support the rule of behavior one exception can be found. Why should everyone have an equal say if not everyone has equally worthy contributions? Why should we adopt a democratic style if the task demands and member needs are more favorable to a strong and somewhat domineering leader?

This unit attempts to avoid easy prescriptions in favor of behavioral descriptions. By the end of the unit, a student should have a fuller appreciation of the group influence upon his/her life, and he/she should be more aware of some of the social dynamics of group interaction. Material on discussion and problem solving groups is provided in this unit; the family group and peer group is discussed in separate units.

INSTRUCTIONAL OBJECTIVES

1. Given a list of groups, the students will be able to identify whether a group fulfills a task, social or combination function.
2. The student will be able to identify three types of task groups operating within the school.
3. The student will be able to identify three types of social groups operating within the school.
4. The student will be able to write a definition of groups.
5. The student will be able to explain in his/her own words the meaning of networks of people.
6. Given a list of aggregates of people, the student will be able to identify groups and non-groups.
7. The student will be able to explain in his/her own words the responsibilities of membership in a group.
8. Given a typical task group, the student will be able to identify at least two role responsibilities necessary for task

completion.

9. The student will be able to identify in his/her own words, three needs or desires that are met by group membership in general.
10. Given groups the size of 3, 6, and 20, the student will be able to describe how each of the groups would function differently from the others given the size of its membership.
11. The student will be able to list three influences of increased group size.
12. The student will be able to list three influences of decreased group size.
13. Given an even or odd sized group, the student will be able to identify the major influences of group size upon decision resolution.
14. The student will be able to describe how the difficulty of a group task affects the group.
15. The student will be able to explain how solution multiplicity affects the task-oriented group.
16. The student will be able to explain how the outcome of a task-oriented group is affected by the cooperation requirements of a group.
17. The student will be able to describe how task familiarity affects the task-oriented group.
18. The student will be able to define norm.
19. The student will be able to explain how group norms may affect individuals within a group.
20. The student will be able to name two types of norm reinforcers.
21. The student will be able to describe the effects of norm deviation and give a personally experienced example of this phenomenon.
22. The student will be able to list five steps of the reflective thinking methcd.
23. Given a problem and placed in a group, the student will be able to exhibit performance of the reflective thinking method.
24. The student will be able to describe how the problem should be stated to a group using the reflective thinking method.
25. The student will be able to explain the advantages of brainstorming as a group problem solving technique.
26. The student will be able to describe brainstorming.
27. The student will be able to participate in a brainstorming session.
28. The student will be able to describe an effective group member.
29. The student will be able to exhibit the behaviors of an effective group member in group situations.
30. The student will be able to define content behavior.
31. The student will be able to define process behavior.
32. The student will be able to list the behaviors that fulfill the task needs of a group.
33. The student will be able to list the behaviors that fulfill the socio-emotional needs of individuals in a group.
34. As a member of a task-oriented group, the student will be able to exhibit behaviors fulfilling both task and socio-emotional needs.
35. The student will be able to describe why effective disclosure and management of emotion is an integral part of group membership.
36. The student will be able to list the characteristics of the "typical" leader.
37. The student will be able to define leader credibility.
38. The student will be able to describe leadership power and its effects on a group.
39. Given the opportunity to observe a group, the student will be able to assess the leadership qualities exhibited by the leader of the group.
40. Given the opportunity to observe a group, the student will be able to identify the positive and negative socio-emotional behaviors of the members.
41. Given the opportunity to observe a group, the student will be able to identify the task-oriented behaviors of the members.
42. The student will be able to distinguish between having a leader in a group and having leadership in a group.
43. The student will be able to list four leadership functions.
44. The student will be able to list three leadership styles.
45. The student will be able to define and identify the authoritarian leadership style.
46. The student will be able to define and identify the democratic leadership style.
47. The student will be able to define and identify the laissez-faire leadership style.

CONTENT OUTLINE

I. Most groups have either work or social reasons for existing.
   A. Task-oriented groups include factory production groups, student government groups, surgical teams, and stud

groups.
B. Social groups include Friday night double dates, bowling teams, juvenile gangs, and the traditional family.
C. A combination of task and social functions may also prevail for some groups.

II. A group consists of a network of people who have intentionally given part of their personal decision-making power to the authority of a larger social unit in pursuit of mutually desired but separately unobtainable goals.
A. Groups exist because people are linked together through their actions.
B. Groups cannot remain intact unless people who identify themselves as "members" are able to generate and maintain acceptable ways of defining and controlling their actions as participants.
1. What this means for the individual is that he/she must accept some restraints on personal desires and behaviors so that the unit can function effectively.
2. The individual must also be willing to behave in accordance with group demands.
C. Group membership is stimulated by needs and desires.
D. Group members become associated with one or more roles (responsibilities or styles of behavior) related to group activities and the division of labor.
E. A small group consists of more than two and less than twenty people.

III. Group size affects member participation and group functioning.
A. As size increases:
1. Frequency of participation decreases for those who are less outgoing; participation increases for those who are outgoing (differences of participation frequency are intensified).
2. Designated leaders assume more control over group functioning and direction.
3. Cohesiveness (willingness to belong) decreases.
4. Group actions become more conservative due to a splintering of member attitudes and behaviors.
5. Cliques or subgroups are more likely to emerge.
B. As size decreases:
1. There is a greater spread of participation.
2. There is an increased demand for member conformity.
3. Member satisfaction generally increases.
4. Cohesiveness (willingness to belong) and relationships are strengthened.
C. Even numbered membership potentially results in equal coalitions (sides) which make control difficult; odd numbered membership potentially results in majority and minority coalitions for decision resolution.

IV. Groups exist for the accomplishment of certain goals which are achieved by task activity.
A. Group tasks have been found to vary according to difficulty, solution multiplicity, cooperative requirements and familiarity.
1. Task difficulty refers to the difficulty a group encounters while trying to complete the task.
a. Tasks that are too difficult tend to be frustrating and demoralizing to a group.
b. Tasks that are too easy tend to be boring and unsatisfying to group members.
c. Difficulty varies according to the abilities and interests of each member of the group.
2. Some tasks have a number of possible alternative solutions while other tasks are less complex; solution multiplicity generally results in increased time and effort as complexity increases.
3. The cooperative requirements for task completion have an effect on the outcome.
a. A group should be superior to individual judgments since a group has the advantage of the best input contributions of each member.
b. Individuals may be superior to the group, however, when the task requires a central organization of information.
4. Tasks that are familiar to the membership are more efficiently and effectively completed than those that are new.
B. In addition to task characteristics, group members place restrictions on goal achievement and task accomplishments.
1. Norms, generally underwritten

codes of conduct, regulate how group members should act in relation to the task.

2. Group norms have been found to alter member perceptions because members generally adopt the prevailing opinions of the group even at the expense of their own better judgment.
3. Verbal feedback and nonverbal behaviors (e.g., a frown) serve as norm reinforcers.
4. Norm deviation may result in expulsion from the group, exclusion from interaction and decisions, and other forms of punishment.

C. One of the most well known methods of decision making (task work) is the reflective method. The steps of this problem solving method are:
   1. Define key terms and narrow the problem to a manageable scope.
      a. The problem should be stated in question form.
      b. The question should be stated simply and clearly.
      c. The question should limit the scope of the problem.
      d. The question should not be worded in such a way as to be answered by a yes or no.
      e. The question should be stated impartially.
   2. Analyze the major aspects of the problem, including all relevant information.
   3. Generate a list of possible solutions and determine standards of appropriateness and practicality.
   4. Select the most desirable solution.
   5. Assess the advantages and disadvantages of the solution.

D. Another approach to decision making or problem solving is brainstorming. Brainstorming has as its goal the generation of as many ideas as possible with the assumption that good ideas are often overlooked in more rational approaches.
   1. The issue or problem is identified and limited.
   2. Members are encouraged to spontaneously throw out as many suggestions as they can think of within a specified period of time.
   3. The only rule for conducting brainstorming activities is that ideas cannot be criticized when they are given.
   4. After all possible ideas have been generated, the group should discuss the merits and demerits of each suggestion.

V. An effective group member should be aware of other member roles, behaviors, and feelings in addition to his/her own. Oftentimes members become so involved in their own participation that they forget to observe how the entire group is functioning as a unit.
   A. An effective member should follow the content (verbal interactions) and process (relationships) of the group.
      1. Content behavior is a group concerned with reception of messages.
      2. Process behavior refers to the group atmosphere, conflict, and cooperation that may prevail.
   B. Most groups will have both task and socio-emotional needs which must be fulfilled.
      1. Task needs are filled by asking for and giving information, opinions, and suggestions.
      2. Socio-emotional needs are fulfilled by positive and negative acts.
         a. Positive acts include friendliness, supportiveness, mediating differences, and keeping the opportunities open for everyone to participate (gatekeeping).
         b. Negative acts include unfriendliness, showing of tension, and disagreement.
         c. Since meaningful problem solving involves the clash of opinions, negative acts are as natural as positive acts.
      3. Effective disclosure and management of emotions is an integral part of group membership.
      4. Roughly 58 percent of group interactions should relate to task activity, 22 percent should fall in the area of positive socio-emotional behavior and 20 percent should be reflected in the negative area.
   C. The key to effective group discussion is recognizing the needs of the group and having members who are flexible enough to adapt their roles to task needs and socio-emotional needs.

VI. Regardless of whether a group has an elected leader or no one designated as leader, after a brief time one or more members usually emerge as dominant forces in shaping the direction of the group.

A. The person who focuses the group on the task is generally regarded as the leader.
   1. Leaders have been found to be somewhat more intelligent, physically larger, and psychologically better adjusted than other group members.
   2. However, there are many exceptions to these findings and it is probably safe to say that all people are capable of leading in some situations.
   3. An important characteristic of leaders is their ability to influence others.
      a. A leader capable of influencing members has power over the members.
      b. Power is potential influence.
      c. Power is often based upon leader characteristics that are valued by members. These characteristics are regarded as resources (i.e., intelligence in the classroom, strength on the athletic field, attractiveness in social events).
   4. The most important characteristic of a leader is his/her credibility (trustworthiness, charisma, image).
      a. A leader's credibility is generally believed to be based on competence, character, intention, personality, and dynamism.
      b. All of these characteristics are relative to the group. In other words, an expert in one group is not necessarily an expert in another group.

B. Group members should not be as concerned with "leader," which is a role in a group, as they are with "leadership" which is an act of influencing.
   1. Leaders do not necessarily need to perform many leadership functions; they are responsible for finding members to fulfill the functions.
   2. Groups can progress without leaders but they cannot progress without leadership.
   3. Leadership functions include: defining and maintaining goal directions, providing and maintaining group structure, facilitating group action and interaction, maintaining group cohesiveness and member satisfaction.

C. Three leadership styles are commonly referred to as authoritarian, democratic, and laissez-faire.
   1. An authoritarian leader does not necessarily control the group process of interacting but does control the group product (he/she makes the decisions).
   2. A democratic leader does not control the decisions but does control the process (i.e., requires parlimentary rule, vote by majority, etc.).
   3. The laissez-faire leader controls neither the process nor the decisions.
   4. Under various conditions each of these styles can be effective or ineffective. Leaders must assess the needs of the members, the task, and the situational constraints.

LEARNING ACTIVITIES

I. Activities Related to the Reasons for Groups
   A. Ask students to divide a sheet of paper into three sections. Label one section task groups, another section social groups, and the third section combination groups. Students should then list groups to which they belong under the appropriate label. Upon completion, ask for volunteers to identify some of the groups to be listed on the board. Discuss the appropriateness of the categorization of each group.
   B. Ask students to review their list of task oriented groups to which they belong and name the specific task that the group has assigned to it. In their journals, students should write why they think the task for each group is best handled by a group rather than an individual. Perhaps some students will consider the task best suited for an individual rather than a group. Discuss these considerations in class.
   C. In reviewing their various social groups, students should list the activities that members of the group share in common. If this activity were stopped, would the various groups disband? Why or why not? Discuss or consider for a journal entry.
   D. Instruct students to write a brief biography of a social/task/combination group in which they actively participate. They should answer the following questions: When did it begin? Who started it? Has the

membership changed? Why? How long will the group last?

E. Students should discuss or write about groups in which they participated that do not exist anymore. Concentrate the discussion on reasons for disbanding the group. How did they feel when the group ended? Did they find other groups to take the place of the disbanded group? Did they form another group with some of the members of the first group?

II. Activities Related to the Characteristics of the Small Group

A. Based upon the definition of groups, ask students to identify when certain aggregates of people do not qualify as a group. Use the following list for labeling groups and non-group aggregates.
   1. A crowd watching a football game.
   2. A cheerleader squad.
   3. The football team.
   4. Ticket takers at a game.
   5. A pep club.
   6. A bunch of students watching a fight behind the stands.

B. In their journals, students should list two groups to which they belong. Next, identify the behaviors which must be given up to belong to each group. How does the group enforce obedience? What behavior is the student forced to engage in as a requirement of belonging to the group? What needs and desires are met by belonging to each of the groups? What roles does the student fulfill in each group?

C. Ask students to consider the groups to which they belong. They should list one group which they consider highly cohesive and one group which they consider less cohesive. They should then consider what makes the group differ in cohesiveness and what specific differences occur in each group's functioning because of varied cohesiveness. Has group size been a determining factor at all?

D. Divide the class into task groups of various sizes (from groups of two or groups of six or ten perhaps). Give each group a problem to solve (the same jigsaw puzzle perhaps). If time permits, each student should have the opportunity to be in a problem solving group of a different size. In a class discussion or in a theme assignment, ask students to compare/contrast their group experiences, particularly the effect of the group size on the problem solving process.

E. In a journal entry, students should review a group to which they belong and consider if the change in the group's size throughout its history has affected their own participation in that group. As the group got larger, did cliques form? An essay assignment may result from this journal entry.

III. Activities Related to Group Problem Solving

A. Instruct students to list those groups to which they belong and participate actively. For each group they should list five norms which govern the interaction in that group (whether formally or informally). After they have finished, they should discuss the means (formal or informal) the group uses to reinforce its members for adhering to the norm.

B. Discuss the type of problems which could be better solved by a group and those that would be better solved by an individual. Students should call upon their own experiences with group problem solving for this discussion.

C. Invite a counselor or psychologist to class to lecture on the pros and cons of the group therapy technique they may use in their counseling sessions.

D. Assign the novel *One Flew Over the Cuckoo's Nest* by Ken Kesey. Although a work of fiction, the group therapy sessions depicted in the novel are quite realistic. Discuss the effect these sessions had on the characters in the novel. Other elements of group communication can also be seen operating in the book as well.

E. Ask students to phrase the following problem areas into problem solving questions that meet the five guidelines for wording a problem solving question.
   1. Year-round school
   2. Long-range energy shortage
   3. Discrimination against homosexuals
   4. Pornography
   5. Busing to achieve integration
   6. Women participating in contact sports with men
   7. Open campus for all grades
   8. Grade yourself system of grading
   9. Age limitation for jobs
   10. Compulsory education

F. Divide the class into problem solving

groups and assign each group the task of following the reflective thinking method for solving a problem that concerns the course such as:
1. Grading policies
2. Tests for this unit
3. Evaluation of participation
4. A field trip.

G. An oral reading or dramatization of the play, *Twelve Angry Men*, would be fruitful as a stimulus for a discussion of the decision-making process of a jury. A class discussion of the author's view of the group interaction in the play may be lively.

H. A journal exercise that would encourage the reflective thinking method for problem solving outside of group situations is to ask the students to write about a current personal problem. They should list the likely causes of the problem and analyze (ask themselves why) the causes. They should then develop three criteria which a workable solution must meet. They can consider each criterion and specify each so that it is usable in assessing possible solutions.

I. Instruct students to list some of their personal goals and some of the goals of the groups to which they belong. For each goal, they should identify some important barriers to that goal. Students should be reminded that a barrier may be a person, object, or circumstance.

J. For class discussion, present the situations that follow. For each one, ask the class to decide on a goal, word a problem, and work that problem through the reflective thinking method of problem solving. This exercise can also be done in small groups.
1. You are on a committee planning a program to help new students to adjust to their new school.
2. Your instructor has returned a term paper that comprises 50 percent of your grade in the course. You think your grade is lower than you deserve.
3. For about two months, you've been involved in a relationship you thought was reciprocal. However, the last two times you called, the person was out. In a chance meeting, the person was very unresponsive.
4. You and a very close friend quarreled and ignored each other for days. You would like to talk about the situation, but your friend refuses to cooperate.

K. Brainstorming is effective for individual as well as group problem solving. Ask students to try the following experiences:
1. Find a quiet place and write down as many things as you can think of to do with a rubber band. Jot down ideas as quickly as they come, consciously avoiding any personal evaluation of your own ideas. After three-five minutes stop.
2. With a group composed of you and three or four friends, try a similar brainstorming session, only this time ask your group to come up with possible uses for a paper clip. Explain the rules of brainstorming and do not permit any evaluation of ideas to take place. If possible, tape the session.

Students may compare the two experiences and write a theme or journal entry in which they draw conclusions about brainstorming as a technique of problem solving.

L. Divide the class into groups and ask them to utilize the brainstorming technique of problem solving. School-wide issues such as drugs/alcohol on campus or grade point needed for athletes to participate in team sports may be interesting problems for this session.

IV. Activities Related to Individual Roles in the Group

A. Divide the students into five member discussion groups for the purpose of selecting a topic, researching it, and presenting materials to the class in a 30-minute discussion. Do not assign leaders or topics. Following the presentations, ask students to identify the necessary roles for task accomplishment. What roles did each individual see himself/herself fulfilling in the group? Who emerged as the leader and why?

B. Ask students to read *Lord of the Flies* and discuss the roles each member played in the groups. Why did the original group break apart? What needs were fulfilled by each of the subgroups?

C. Since students have already participated in several group experiences in class throughout the course, they can begin to analyze themselves in terms

of the roles they play in their groups. As a journal assignment, instruct students to list the task functions and maintenance functions they most likely perform. Then ask them to assess which of the functions they feel best at and why.

D. Instruct students to mentally review the groups in which they participated and choose the one they find most interesting in terms of roles and accomplishment of the task assigned. They should write an essay or journal entry in which they describe the group and try to analyze the interaction.

E. Assign an essay in which students answer the following:
   1. Which role(s) do you wish you could play in a group?
   2. Why do you think it is desirable and why haven't you tried it out?
   3. Relate some personal experiences that would illustrate your answers.

F. One of the most frustrating aspects of group work is the "people problem." Present each of the four situations to the class and discuss what each of them, as a group member, would do to help the group.
   1. Your committee must present its report on the theme for the school prom in a week. You try to get everyone organized, but Al keeps getting the group off the subject by talking about the problem he has with his strict father.
   2. Shirley, a bright, intelligent, and good contributor to the group, has been giving the group the "silent" treatment since Pat has started to cut down everything she says. As a result, Sue, who is shy, refuses to participate as well.
   3. Everyone is getting frustrated and conflict is imminent. No one is listening to the group leader, and if you didn't have your course grade depending on the success of this panel, you would quit the group.
   4. Jim rarely attends the group meetings because he is so busy. He arrived late to today's meeting, criticizing the group decisions made without him.

G. Divide the class into groups of four or five. While one group engages in a problem solving activity, assign another group as observers of the roles the problem solving group members play. Each observer then is assigned to one participant. A chart listing the various behaviors--talk, maintenance, and socio-emotional--could be devised in order to make the charting by the observer efficient.

H. Again have an observer group assigned to a participant group. This time, however, ask the observers to chart the interaction of the group. Such factors as who talks to whom and how often a group member talks should be charted.

I. Divide the class into groups of four. Pull aside one member of each group and instruct him/her to role play a negative role for a group member. Each group will then begin a problem solving task (choose an issue currently being discussed in the school or community) before the rest of the class which is acting as audience. Observe how the group copes with its "problem" member. Some negative behaviors are listed below:
   1. The gossiper
   2. The jokester
   3. The introvert
   4. The complainer
   5. The criticizer
   6. The dominator

V. Activities Related to Leadership in Small Groups

A. Divide students into problem solving groups and ask each member to develop problem questions of his/her own so that each member of the group will have the opportunity to lead a problem solving session. The problems should be such that they do not necessitate research so that concentration will be on leadership skills. Each leader in turn should plan for the session (time, place, etc.) and function as leader during the session. It would be helpful if the discussion sessions could be video and/or audio taped. As a result of these experiences, ask the students to make a journal entry concerning leadership responsibilities they handled well and those on which they need to work.

B. Ask students to consider the following situations and decide which leadership style would be most effective for these groups.
   1. A discussion group for this class.
   2. A group of friends deciding on

which movie to see.
3. A study group preparing for a final exam.
4. A play production crew.
5. A fund raising group.

C. Discuss the following group situation: A problem solving group of six who know each other well are dealing with the problem of wasted energy in their school. They have one hour to come up with one good suggestion.
1. What type of leadership would be most effective? Why?
2. What means of choosing a leader would be most effective?
3. What effect does group size, time, purpose, etc., have on the way leadership would function in this group.

D. Divide students into groups. Select one member to be a leader in a discussion of a short piece of writing such as a poem, newspaper article, essay, etc. Ask one member to serve as an observer of this leader. The observer's rating should be discussed with each leader.

E. Select a problem. Then assign each class member to prepare and deliver a leader's opening remarks for initiating a discussion of the problem. Have the class evaluate each introduction.

F. Ask students to plan and direct a panel discussion. While one group is presenting its panel, the rest of the class will serve as audience. The entire class can then evaluate the moderator's techniques, organization of the discussion, the expenditure of time, and the handling of the forum following the panel discussion.

G. Instruct students to role play some problem solving discussion. Two or three problem members should be planted in each group doing such things as pleading personal interests, sidetracking, and introducing irrelevant issues. Students should experiment with various leadership techniques for handling these problem members and evaluate the results.

H. Assign an essay in which students evaluate the leadership in one of their own task or social groups. The essay can include the history of leader emergence, the shifting of various members in leadership positions, the appropriateness of the leadership style, etc.

VI. Activities Related to the Entire Unit on Group Communication

A. Instruct students to write a detailed evaluation of one of the groups in which they participate. The evaluation should include assessment of his/her own performance, that of other group members, and the group as a whole. A comparison of all these three levels can give a clear view of what happens in a group.

B. Students may videotape a problem solving group in action, providing a running commentary which analyzes the group interaction, roles of members, leadership, etc.

C. Students may draw up rating scales for participants and leaders of small group discussions.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Evaluate the students' participation in the various activities.

B. Evaluate the students' contributions to class discussion throughout the unit.

C. Evaluate the students' journal entries made during the unit.

D. Evaluate the students' biographies of a group.

E. Evaluate the students' essays on group size.

F. Evaluate the students' ability to phrase problems in problem solving questions.

G. Evaluate the students' performances of the reflective thinking method of problem solving.

H. Evaluate the students' themes on brainstorming.

I. Evaluate the students' essays on group interaction.

J. Evaluate the students' charting of group interaction and role playing.

K. Evaluate the students' planning and directing of a panel.

L. Evaluate the students' essays on leadership styles.

M. Evaluate the students' essays on evaluation of one of the groups in which they participate.

N. Evaluate the students' videotapes of a problem solving group.

O. Evaluate the students' rating scales of participants and leaders of small groups.

II. The students' grasp of the basic information of this unit may be assessed either in a short quiz or in a unit test. Students should be able to:
   A. Define the following terms:
      1. Small group
      2. Norm
      3. Task group
      4. Social group
      5. Content behavior
      6. Process behavior
      7. Leader credibility
      8. Authoritarian leadership style
      9. Democratic leadership style
      10. Laissez-faire leadership style
   B. Identify whether a group is a task, social, or combination group.
   C. Identify three types of task groups.
   D. Identify three types of social groups.
   E. Explain networks of people.
   F. Identify groups and non-groups.
   G. Identify two role responsibilities necessary for task completion.
   H. Identify three needs or desires that are met by group membership.
   I. List three influences of increased group size.
   J. List three influences of decreased group size.
   K. Describe how the difficulty of group task affects group operations.
   L. List five steps of the reflective thinking method.
   M. Describe brainstorming.
   N. List the behaviors that fulfill the socio-emotional needs of individuals of members in a group.
   O. List the behaviors that fulfill the task needs of a group.
   P. List the characteristics of the "typical" leader.
   Q. List four leadership functions.
   R. List three leadership styles.

UNIT SOURCES

Brilhart, John, *Effective Group Discussion,* Dubuque, Iowa: W.C. Brown, 1974. Easy to read text with some useful forms for analyzing group behavior.

Cartwright, Darwin, and Alvin Zander, eds., *Group Dynamics,* New York: Harper & Row, 1969. Classic reader of group research. Introductory chapters by the editors provide a helpful overview of variables studied in group behavior.

Cathcart, Robert S., and Larry A. Samovar, eds., *Small Group Communication: A Reader,* Dubuque, Iowa: W.C. Brown, 1970. Research in the field of small group communication is presented here. Many of the selections are very technical in nature.

Galvin, Kathy, and Cassandra Book, *Person to Person,* Skokie, Illinois: National Textbook Company, 1974. Chapter five of this high school text provides a simple discussion of basic small group theory.

Harnack, Victor, and Thorrel Fest, *Group Discussion: Theory and Technique,* New York: Appleton-Century-Crofts, 1964. This is a college level text that provides good background material on group communication.

Krupar, Karen R., *Communication Games,* New York: The Free Press, 1973. Some thought-provoking group games and role playing suggestions can be found in this text.

Patton, Bobby R., and Kim Giffin, *Problem Solving Group Interaction,* New York: Harper & Row, 1973. This college level text provides an in-depth look at the process of problem solving.

Phillips, Gerald M., *Communication and the Small Group,* 2nd ed., Indianapolis: Bobbs-Merrill Company, 1973. This is a short, readable introduction to the study of small groups. The sections on decision making and problem solving will be especially useful.

Audio/Visual Materials

Communication (VT)
Telstar, approximately 30 minutes
Instructor: Joseph C. Bentley, Ph.D.

From the Interpersonal Competence series
This series unit focuses on building relationships with others, examines concepts, perceptions, vignettes in terms of interpersonal and group dynamics.

Groups (VT)
Telstar, approximately 30 minutes
Instructor: Joseph C. Bentley, Ph.D.
From the Interpersonal Comptence series
The focus of these lessons changes to more formal settings of group interactions. Shown and analyzed are two groups that are ineffective for different reasons. Team work, task roles, and group building are discussed as is conflict and constructive criticism.

Groupthink
CRM, 1974, 33 minutes, color
There are eight symptoms of "groupthink" illustrated: invulnerability, shared stereotypes of the enemy, rationalization, the illusion of morality, self-censorship, the illusion of unanimity, direct pressure on the deviant member, and mind guarding--a device to prevent the group from dissenting opinions. Commentary by Dr. Irving Janis.

Hey, How About Right Now?
Modern Talking Picture Service, Free Loan Film, 29 minutes, color
Told in contemporary fasion, the "generation gap" is bridged by both sides in this film portrayal of the relationship between adults and young people.

Simulations/Games

Can of Squirms
Contemporary Drama Service, all ages
This discussion-starter game is adaptable either for a one-to-one situation or for group discussion. It can be used as a teaching tool or played as a competitive game. Every package includes game, guide, and 100 discussion concepts. Ideas and materials for customizing to individual needs are included. There are specific versions for college students.

College Game
Ronald Short, Whitworth College
Players: 3
To stimulate discussion areas, this game provides orientation for freshmen. The goal is to "break down the social and emotional barriers between the students and the faculty."

Deelie Bobbers
Didactic Systems, 3-4 hours (creativity exercises); 1 hour (simple exercises)
Players: up to 24 participants
An introductory-device construction game enhances the understanding of group processes and group dynamics. The game attempts to increase the ability of the participants to develop unusual and imaginative approaches to problem solving. Both simple decision-making and creative exercises are included.

Initiative Game, The
Didactic Systems
Participants learn that "initiative is the mark of success." Each is assigned five problems to solve. They discover that as problems become more complex, they must take the initiative to work with others to explore efficiently and arrive at a solution. Post-game discussion highlights individual versus group approaches to problem solving, the need for initiative in arriving at solutions to complex problems, and the importance of contributions from all group members.

UNIT EIGHT

FAMILY COMMUNICATION

INTRODUCTORY STATEMENT

"I can't get through to my teenager."

"My daughter doesn't confide in me."

"My parents ignore me and never bother to listen to what I say."

"My parents are constantly hassling me and preaching to me."

Family communication is particularly frustrating to teenagers and their parents. It appears that adolescents arrive at a point where they outgrow their family and they look outside the family for rewards and reinforcement. Teenagers live in a world apart from their families and look to each other rather than to the adult community for their social rewards. In a sense then, the peer group serves the adolescent as an interim group between the family they are born into and the one they create themselves. This phenomenon puts stress on the most positive parent-teenager relationship. In fact, the adolescent period probably strikes the high point in the conflict of generations. Parental discipline is felt most keenly at this point in an individual's life and the struggle for emancipation occurs through the "crowd" with its specialized interests, activities, language, and secrets.

In millions of families, daily life is made unpleasant and frustrating by the destructive interactions which produce complaints from parents and adolescents. Upon examination, these destructive interactions usually are the result of ineffective communication. The price paid for this is often in the form of teenage runaways, suicides, and early marriages.

There are also millions of families whose members "get along" on the surface, but only by avoiding open and sincere statements of feeling. The members of these families, because of such avoidance, can never really know each other and are thus unable to experience familial love and concern which comes from open, sincere, constructive communication. Even in many seemingly well-functioning families there are frequent--and needless--misunderstandings and hurts which interfere with the enjoyment and satisfaction of family life.

The purpose of this unit is to give the adolescent studying communication the opportunity to view the family communication situation as unique and functional in meeting the needs of all its members. It does not present a fool-proof formula to maintaining a good family relationship; however, it is hoped that knowledge of the dynamics of communication in the modern American family will bring understanding of that communication situation.

INSTRUCTIONAL OBJECTIVES

1. Without the use of notes, the student will be able to define the term family.
2. Without the use of notes, the student will be able to define the term nuclear family.
3. The student will be able to list the types of nuclear families.
4. The student will be able to describe what is meant by the term isolated nuclear family.
5. The student will be able to describe what is meant by the term mother-child nuclear family.
6. The student will be able to describe what is meant by the term father-child nuclear family.
7. The student will be able to classify his/her own family into one of the types of families.
8. The student will be able to construct a model which illustrates the concepts of nuclear family, nuclear family embedded in the extended family, isolated nuclear family, mother-child nuclear family, and father-child nuclear family.
9. The student will be able to explain family interaction.
10. Without the use of notes, the student will be able to define the term role as it applies to everyday living.
11. The student will be able to list the three roles found in the nuclear family.
12. The student will be able to describe the

the husband-father role in the family.

13. The student will be able to describe the offspring-sibling role in the family.
14. The student will be able to describe the wife-mother role in the family.
15. The student will be able to identify the two main role dimensions in the family.
16. The student will be able to describe what is meant by the instrumental role in the family.
17. The student will be able to describe what is meant by the expressive role in the family.
18. The student will be able to write an analysis of his/her own family, describing the instrumental and expressive role dimensions held by his/her parents.
19. The student will be able to describe how and why the instrumental and expressive roles are occupied by both husband and wife in the modern nuclear family.
20. The student will be able to define what is meant by the superior-inferior dimension of roles in the nuclear family.
21. The student will be able to list six elements of the superior-inferior dimension which illustrate the power of parents.
22. Students will be able to write a paper in which he/she describes the superior-inferior dimension of roles in his/her own nuclear family.
23. The student will be able to explain how parents provide for the physical maintenance of children.
24. The student will be able to explain how parents allocate family resources.
25. The student will be able to explain parental responsibilities to procure income, manage the household, etc.
26. The student will be able to explain parental duties in meeting emotional needs of family members.
27. The student will be able to explain how parents maintain order in the home.
28. The student will be able to explain the parental function of handing down attitudes, beliefs, and values.
29. The student will be able to list five inhibitors to healthy family communication.
30. The student will be able to describe how roles demanded outside of the home can cause communication problems in the family.
31. The student will be able to describe how diverse interests of family members can result in communication problems.
32. The student will be able to describe how various medias contribute to communication gaps in the family.
33. The student will be able to explain how diverse language patterns can result in communication breakdown in the family.
34. The student will be able to describe how a variance in education level can cause communication barriers in the family.
35. The student will be able to write a paper in which he/she analyzes his/her own family in order to see if the five inhibitors to healthy family communication exist in the family.
36. Without the use of notes, the student will be able to list four reasons for conflict in a family where teenagers are family members.
37. The student will be able to explain how a person's roles change over time using himself/herself as an example.
38. The student will be able to explain how and why a teenager becomes psychologically and financially independent from parents.
39. The student will be able to describe how the relationship between a parent and teenager changes from parent-child to adult-adult, using a specific example from their own experience.
40. The student will be able to give an example from his/her own life of a parent-teenager conflict due to his/her wanting independence or rejecting parents' intervention.
41. The student will be able to define what is meant by good interpersonal communication in the family.
42. Without the use of notes, the student will be able to define what is meant by trust as it applies to family communication.
43. Without the use of notes, the student will be able to define openness as it applies to family communication.
44. Without the use of notes, the student will be able to define empathy as it applies to family communication.
45. Without the use of notes, the student will be able to define self-disclosure as it applies to family communication.
46. Without the use of notes, the student will be able to define listening with understanding as it applies to family communication.
47. The student will be able to write an analysis of his/her own family members evaluating each person in terms of his/her capacity to trust, be open, have empathy, self-disclose, and listen with understanding.
48. The student will be able to demonstrate listening for understanding in a class group situation, role playing a family problem situation.

49. The student will be able to analyze himself/herself for evaluation of capacity to trust, be open, empathize, self-disclose, and listen for understanding.
50. The student will be able to review his/her own analysis as a family member and create a self-improvement program that would lead to a more healthy communication in his/her own family.

CONTENT OUTLINE

I. The family is a microcosm, a society within the larger social system, composed of a set of persons related to each other by blood, marriage, or adoption.
   A. A nuclear family is a social system having the following three positions:
      1. Husband-father
      2. Wife-mother
      3. Offspring-sibling
   B. A nuclear family is oftentimes embedded in a network of extended kin: grandfathers, grandmothers, aunts, uncles, cousins, etc.
   C. An isolated nuclear family, a modern phenomenon, is a nuclear family with no household of kin in the local area.
   D. A mother-child nuclear family is a family in which the husband-father position is nonexistent.
   E. The father-child nuclear family, although less common than the mother-child nuclear family, is a modern phenomenon as the result of new child custody positions of the courts.

II. Family interaction is the sum total of all the family roles being played within a given family.
   A. A role is a part played by a person in the social order that prescribes how a given person will interact with another person occupying a different place in the social order.
   B. The husband-father role describes the relationship a man has with his wife and children.
   C. The wife-mother role describes the relationship a woman has with her husband and children.
   D. The offspring-sibling role describes the relationship a child has with its parents and brothers and sisters.

III. Within the family, there are two main role dimensions.
   A. The instrumental-expressive dimension usually has the husband occupying the instrumental role and the wife the expressive role.
      1. The instrumental role is characterized by getting things done such as earning money, paying bills, planting the garden, maintaining outside relationships with the government, the school system, and other external agencies with whom the family must interact in order to function.
      2. The expressive role is that primarily concerned with maintaining satisfactory relationships with the family by supporting and managing the tensions between members.
      3. In the modern nuclear family, these roles are occupied by both husband and wife.
   B. In the superior-inferior dimension, a power dimension, the parents occupy the superior role and the children the inferior role.
      1. Parents provide for physical maintenance of children by giving shelter, food, health care, etc.
      2. Parents allocate the resources - meeting family needs and costs, dividing material goods, space, respect, etc.
      3. Parents assume the responsibility for procuring income and managing the household, caring for the family members, etc.
      4. Parents reward children for achievements, meet personal and family crises, and satisfy individual needs for acceptance.
      5. Parents maintain order by administration of sanctions insuring conformity to the norms they have accepted from their own parents and society at large.
      6. Parents hand down attitudes, beliefs, and values.

IV. There are five primary inhibitors to healthy family communication.
   A. Individual family members have other roles such as business man, professional nurse, basketball team member, student, that may cause isolation between family members who are not understanding of these other roles.
   B. Family members have diverse interests outside the home that may consume vital time and energy in the family.
   C. Media such as radio, television, film, and reading material may cause family members to isolate themselves from each other.

D. Language used by some members of the family may result in distorted communication.
E. Diverse educational levels of members of the family may result in communication breakdown.

V. Conflict in the family with teenagers is a natural phenomenon.
A. As a person develops, he/she is expected to take on new roles and to abandon old ones; that is, the role content of the positions an individual holds over the changes.
B. Openness will result in a healthier relationship where true thoughts and feelings are revealed.
C. Empathy is the skill of putting oneself in the "other person's shoes" and accurately identifying his/her feelings, beliefs, attitudes, etc.
D. Self-disclosure requires the revelation of thoughts, attitudes, beliefs, and feelings so that people can get to know each other better.
E. Listening for understanding of attitudes, feelings, etc., and reflecting that understanding should be practiced so that the speaker knows he/she is being understood.

LEARNING ACTIVITIES

I. Activities Related to Types of Families
A. Ask students to construct a model, perhaps in the form of a mobile, that would illustrate the types of nuclear families.
B. Ask students to write a description of their family and openly express their feelings about their fellow family members. If the students are keeping a journal, this description may be entered in it.
C. Since the information in the above assignment may be too personal for some students to divulge to members of the class, the instructor should ask for volunteers to talk about what they have written. This will illustrate the properties of family structure that are universal as well as unique.
D. If time permits, a class or small group discussion centering around the unique problems of the mother-child and/or father-child nuclear family could be profitable. Many students come from families which have their own unique communication problems (for example, weekends with father/mother after a divorce or the problems encountered when a parent remarries).

II. Activities Related to Roles in Families
A. Ask students to list the many roles they play throughout the day. Then, have them write how they feel playing each of those roles. Do they feel confident? Skillful? Frustrated? Where do they learn how to play each of these roles? From parents? Friends? Employers? TV? This exercise could be written in the students' journals.
B. In order to discuss the phenomenon of role expectation, pair students to role play a brief skit exhibiting the following relationships:
1. Doctor/patient
2. Husband/wife
3. Clerk/patron
4. Teacher/student
5. Minister/parishioner
6. Guidance counselor/student
7. Employer/employee
Ask the class to determine which relationships are being dramatized.
C. Ask students to list, on the board or in their journals, the characteristics of the "perfect" husband/father. It will be interesting to discover the diversity of opinion that may exist in the class. A discussion of the stereotyped husband/father found in popular TV programs may occur at this time.
D. Ask students to list the characteristics of the "perfect" wife/mother. Discuss the elements in each list. The wife/mother stereotype found in popular TV shows can also be discussed.
E. Ask students to describe the "perfect" offspring-sibling relationship. Discuss. A television show depicting such roles may be discussed at this time.

III. Activities Related to Role Dimensions
A. Ask students to write a theme (or journal entry) in which they analyze the instrumental/expressive roles played by their own parents.
B. Ask students to role play a husband/wife interaction in which the instrumental/expressive roles are obviously being played.
C. Start a discussion of the factors influencing the modern phenomenon of

instrumental/expressive role playing by each parent. Are there any implications for a changing communication due to this phenomenon?

D. The notion of power or domination in a family plays quite a critical role in the teenager's life as he/she finds restrictions under parental control. Ask the class to discuss the issue of what is the need for a power role in the family and who should assume it. Also, should the power role change with time or circumstance?

E. Ask the students to write an essay (or journal entry) in which they analyze the superior/inferior role dimension in his/her family.

F. Have the students contemplate and discuss a situation in which the parents refuse or are unable to carry out physical maintenance of children, the managing of a household, the maintenance of order in the home, etc. A current child neglect case reported in the papers may act as the stimulus of discussion here.

G. Invite a social worker from Child Protective Services or another representative of the Welfare Department to lecture on the legal responsibilities of parents and the right of the state to step in where these responsibilities are not being met.

H. Ask students to write one attitude which they hold that is different from that of their parents on the same topic. Tell them to describe the circumstances under which the attitude became dissimilar. This exercise can be further continued with students listing an attitude their parents hold that differs from their own parents.

I. Have students respond to the question: "How much of what you know about yourself is really 'yours'?" Have them close their eyes and think about themselves for a few minutes. Then ask them to make a written list of all the words that describe the person they think they are. Have them review the list and try to recall their source. If they cannot remember where they came from, they could guess. Students will most probably arrive at the conclusion that most of their qualities come from family interaction.

IV. Activities Related to Inhibitors to Healthy Family Communication

A. Ask students to write a paper (or journal entry) in which they describe the inhibitors to healthy family communication that exist in their own families.

B. Ask students to role play the following situations depicting the primary inhibitors to healthy family communication.

1. A family of four in which the members' outside-the-home roles are not understood by members of the family.
2. A family of four in which outside of the home interests such as membership in organizations cause barriers to communication.
3. A family in which members are so occupied by the media that they ignore each other.
4. A discussion between father-son or mother-daughter during which a breakdown in communication occurs because the child uses some terms the mother or father does not understand or approve of.
5. A family in which a teenager has more knowledge of a subject and this causes a communication barrier between parent and teenager.

C. After the role playing and discussion of the inhibitors of healthy family communication, elicit suggestions to eliminate these various inhibitors existent in families. These discussions will anticipate Part VI.

V. Activities Related to Conflict in the Family

A. Divide the class into "nuclear families" permitting members to choose their own roles. Have them role play a conflict situation that may have actually occurred in a family of a student in the class. Ask the other class members for possible sources of the conflict and solutions of the conflict.

B. Ask students to relate a recent conflict they had in their families. Then, have them analyze each member of the family conflict situation, including themselves, by stating their position on the topic of conflict and reasons why they held that position.

C. To the student: Write down an idea you have which is quite different from one your father/mother has. Then write down several ways in which you think your father/mother will

respond when this idea is being discussed. For example, makes snap judgments; takes a long time to think it out; has many reasons for an opinion. Discuss these reactions with your classmates and also talk about your response to these statements from your parents.

D. Ask students to write a journal entry which begins: "Two years ago I was _____, and now I am _____." This assignment, if carried far enough, should elicit responses that indicate shifting of roles, abandoning of old interests, habits, friends, etc.

E. For class or small group discussion, have every student present one example of a change in roles he/she has undergone and describe how this change has affected those people who are close to him/her.

F. Have students evaluate their psychological and financial independence from their parents. This introspection may be a journal entry.

G. Pose the following question for class or small group discussion. Do your parents treat you as a fellow adult? When? When don't they? Are they ever inconsistent, telling you to accept responsibility and then refusing permission to let you go on a ski trip over winter vacation?

H. Ask students to describe a recent incident in their homes which illustrates that they reject their parents' intervention in their activities. Why do they reject this intervention when it comes from parents when they might not reject the same type of intervention from a friend, brother, favorite coach, etc.?

I. Ask students to role play how they fight with their parents by a brief skit depicting an argument. Discuss the various techniques such as abusive language, silence, walking away, etc., and then ask the students to analyze why they act this particular way during an argument.

VI. Activities Related to Healthy Family Communication

A. For exploration in the students' journals: What are some subjects you would not discuss with your parents? Try to describe why you would avoid these subjects. Lack of trust? Lack of openness? Lack of self-disclosure? Under what circumstances would you discuss these subjects with your parents? What changes would you want them to undergo before you would discuss them? Any changes in yourself?

B. Ask each of the students to have a private talk with each parent. Their objective is to try to get each parent to talk, confidentially, about how he/she sees himself/herself as a parent and the effect of this perception on the communication with their children.

C. Ask each student to prepare a list of specific questions to ask each of their parents about the student's own behaviors, attitudes, appearance, and other aspects of self as they appear to the parent. They should ask what about themselves, in the parent's estimation, makes them different from the other children in the family. A journal entry should record how these conversations elicited healthy conversation or conflict. An analysis should follow.

D. Give the following instructions to the students: Draw, diagram, sketch, create a model, or "doodle" a composite picture of how you perceive yourself. You need not be an artist to do this. You may use any medium you wish (pencil, pen and ink, paint) or modeling clay, or you may cut pictures from a magazine or newspaper and paste them on a sheet of paper, or by creating another model, make a composite of how you think your parents perceive you. Do not look at the first model while you are preparing the second. When you are finished, compare the two and discuss them with the class. If you want to, show them to your parents and discuss them.

E. Ask students to have a discussion about a controversial issue during which each speaker repeats what the previous speaker said to his satisfaction.

F. Ask students to try the above listening technique during a discussion at home. Ask for reports and observations in class or in the journals.

G. Compare the following communication situations: Which one would be more like your father's response? Why? What can you and your parents do in order to become more effective communicators?

1. Situation A:
   A father is talking to his son

about the son's poor grades. He charges, "You've blown it again. I never had less than a B when I was in high school." Crossing his arms over his chest, he says in a firm voice, "Until your grades come up, you will leave your car at home."

2. Situation B:
Same problem. Father speaking. "Looks like your grades are lower than you anticipated they'd be. I understand how you must feel. I feel uncomfortable too. What do you think might be a workable approach to doing something about it? Maybe I can help."

H. Discuss the problem that exists in this family. Sound familiar? Mother responding to daughter's request for permission to go on a weekend camping trip with her boyfriend: "I trust your judgment Laura and I know Jim well enough to trust him as well. I am not going to stop you from going, just advise you to be cautious."

Father ten minutes later: "I absolutely forbid it! You go nowhere overnight with any guy until you're married to him. And I don't care what your mother says either!"

I. Discuss the problems that exist in this family. A brother and a sister are discussing their parents: Brother: "I don't know why they just don't get a divorce. It would be a lot quieter around here without both of them in the same house." Sister: "But who should go? We need her because she at least brings home some money from her job but Dad is great about giving us her money with no questions asked."

VII. Activities Related to the Entire Unit

A. Students may write a paper in which they analyze the dynamics of communication in their own families. This analysis may be derived from their journal entries made during the unit.

B. Students may read one of the following novels which deal specifically with the family communication problems of the adolescent. An oral or written report which analyzes the novel in light of the family communication concepts discussed during the unit may result.

Blume, Judy, *Then Again, Maybe I Won't*, Bradbury, 1971.
Bonham, Frank, *Mystery of the Fat Cat*, Dutton, 1968; *Hey, Big Spender!*, Dutton, 1972.
Cleaver, Vera and Bill, *Grover*, Lippincott, 1970.
Corcoran, Barbara, *This is a Recording*, Atheneum, 1971.
Donovan, John, *I'll Get There. It Better be Worth the Trip*, Harper, 1969.
Felsen, Henry G., *Two and the Town*, Scribner's, 1952.
Holland, Isabelle, *The Man without a Face*, Lippincott, 1972.
Kerr, M.E., *Dinky Hocker Shoots Smack!*, Harper, 1972.
Kingman, Lee, *The Peter Pan Bag*, Houghton Mifflin, 1970.
Knowles, John, *A Separate Peace*, Macmillan, 1962.
Neville, Emily, *It's Like this Cat*, Harper, 1963.
Newfield, John, *Edgar Allen*, Phillips, 1968.
Sachs, Marilyn, *The Bears' House*, Doubleday, 1970; *The Truth About Mary Rose*, Doubleday, 1973.
Salinger, J.D., *The Catcher in the Rye*, Little, Brown, 1951.
Wersba, Barbara, *Run Softly, Go Fast*, Atheneum, 1970.

C. Invite three parents in for a panel discussion on the role rights and responsibilities of adolescents.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Evaluate the model depicting family structures.
B. Evaluate the theme analyzing the instrumental/expressive roles portrayed by their own parents.
C. Evaluate the theme on inhibitors to family communication that exist in their own families.
D. Evaluate the students' role playing in the various suggested activities.
E. Evaluate the students' contributions to class discussion throughout the unit.
F. Evaluate the students' analyses of the dynamics of communication exhibited in their own families.
G. Evaluate the students' oral or written novel reports which analyze the family communication in the novels.

II. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:
   A. Define the following terms:
      1. Family
      2. Nuclear family
      3. Isolated nuclear family
      4. Role as it applies to everyday life
      5. Instrumental role
      6. Expressive role
      7. Superior-inferior dimension of roles
      8. Trust
      9. Openness
      10. Empathy
      11. Self-disclosure
      12. Listening with understanding
   B. List and describe the types of nuclear families.
   C. List and describe the three roles found in the nuclear family.
   D. Identify and describe the two main role dimensions in the family.
   E. List and describe the five inhibitors to healthy family communication.
   F. List four reasons for conflict in a family where teenagers are family members.
   G. List and define the key elements of good interpersonal communication in the family.

UNIT SOURCES

Berne, Eric, *Games People Play*, New York: Grove Press, 1964. Berne builds upon structural analysis (the Parent, Adult, and Child ego states) and transactional analysis in his presentation of games and methods of structuring time.

Boulding, Kenneth E., *Conflict and Defense*, New York: Harper & Row Publishers, 1962. Boulding details the interactional process of conflict in this classic commentary on the subject of conflict.

Family Living, Lubbock, Texas: Texas Education Agency, Department of Occupational and Technical Education, 1971. This guide includes an outline for a one or two semester course on home and family living.

Ginott, Haim G., *Between Parent and Teenager*, New York: Macmillan Company, 1969. This is a fascinating collection of incidents that can be useful for class discussion analysis of parent/teenager relations.

Hiles, Dorothy, and others, *Social Studies: Teenage Living: Home and Family Education*, Miami, Florida: Dade County Public Schools, 1971. Unit Eight of this course designed for grades 7-9 concentrates on family relationships and encourages the teenager to examine his/her own values and behaviors in the family.

Jackson, Don D., ed. *Communication, Family, and Marriage: Human Communication*, Volume I, Palo Alto, California: Science and Behavior Books, 1968. A series of articles collected here provide discussion of the double bind theory, the concept of incongruency and other factors at work in family interaction.

Jourard, Sidney M., *Disclosing Man to Himself*, New York: Van Nostrand Reinhold Company, 1968. This book gives a detailed discussion of the therapeutic effects of self-disclosure.

------, *The Transparent Self: Disclosure and Well Being*, New York: Van Nostrand Reinhold Company, 1968. The relationship between self-disclosure and physical and mental health is discussed in detail.

Kane, Peter E., "Role Playing for Educational Use," *Speech Teacher*, 13 (November, 1964): 320-323. A brief but helpful guide to structuring role playing in the classroom.

McCrea, Lester C., and others, *Individual and Family Lifestyles*, Baltimore: Baltimore City Public Schools, 1973. Through the humanistic approach of this unit, the students will gain an understanding of the factors influencing individual and family lifestyles and learn how to analyze them in light of personal and social needs.

Satir, Virginia, *Peoplemaking*, Palo Alto, California: Science and Behavior Books, 1972. Satire presents the theory of the family as a system and provides exercises designed to improve the quality of family life.

Secondary School Curriculum Guide: Home Economics Grades 10-12, Cranston School Department: Cranston, Rhode Island, 1974. This resource guide for teachers has objectives, activities, and means of evaluation for nine units on family living. The units concerning parenthood and family problems coordinate well with this unit.

Solomon, Leonard, "The Influence of Some Types of Power Relationships and Game Strategies Upon the Development of Interpersonal Trust," *Journal of Abnormal Psychology*, 61 (1960): 223-230. Good clear discussion of power and communication.

Taylor, Martha, and Rebecca Toadvine, *Family Living: Curriculum Guide for Consumer Homemaking Education*, Lexington, Kentucky: Kentucky State Department of Education, 1974. This guide offers a course outline emphasizing eleven major concepts related to traditional family needs and values.

Audio/Visual Materials

All the Kids Like That
Learning Corporation of America, 1972, 50 minutes, color
Award: Dupont (Columbia University)
More than another drug story, this film aims at the "causes" of drug withdrawal. Filmed over a period of six months, it is a portrait of a 15 year-old and his family. The central problem of the family interaction is the lack of communication.

But What if the Dream Comes True?
CBS News Carousel, University of California, 1971
Award Winner
This revealing portrait of the goals and problems of an upper-class family examines the different pressures on each member of the family. The unit--the Sam Greenwalts--have children ages 12 and 14 (daughters) and 10 (a son). It suggests that there can be "trouble in paradise."

Changing
University of California, 31 minutes, color
Focusing on parent-child relationships, this film shows problems of a young family attempting to create alternative life-styles that stress openness, spontaneity.

Family, The
University of California, 20 minutes, b/w
This film captures elements of family interaction that shows its impact on human growth and development.

Father/Daughter
Teleketics, 1974, 10 minutes, color
A documentary film relates the story of a California doctor who discovered his 18 year-old daughter using drugs and the subsequent complex communication-related problems.

Guidance for the Seventies: Kids, Parents, Pressures
Bailey Film Associates, 1971, color
In a seminar, teenagers identify some of the everyday pressures and tensions that confront them. Learning attitude control, they are encouraged to use positive channels as outlets to relieve pressures.

I Just Don't Dig Him
Connecticut Department of Mental Health International Film Bureau, 1970, 11 minutes, color
A communication problem between a father and son is dramatized--showing both points of view. After each has had a chance to communicate with someone in the other's peer group,

they become more objective and perception changes. The film suggests that both sides' criticisms are parallel--hypocrisy, failure to follow through, lying--and concludes that misunderstandings can be overcome.

Marriage
Perennial, 17 minutes, color
This animated film is filled with concepts and ideas about the subject of marriage, from the wedding to the golden anniversary. It offers much latitude for the discussion of communication barriers and breakdowns.

Weekend
Teleketics, 1971, 15 minutes, color
A rainstorm confines a vacationing couple to a hotel room and precipitates a discussion of their mutual dissatisfaction. Initially a game resulting from boredom, it evolves into an exploration of their marriage which reveals disappointment and fear. Barriers include communication blocks and the "inability to perceive them."

Workout
Teleketics, 1971, 15 minutes, color
This film explores the relationship between a father and son who understand the same values in totally different ways. Their major barrier to understanding is the absence of communication.

Simulations/Games

F.L.I.P.
Instructional Simulations, time varies
Players: 1-30
This is a socio-economic simulation with didactic units which deal with problems of investment, credit and interest in terms of changing family goals. Twenty different families are available as units, each illustrating roles of size, income, education, and socio-economic variables.

Generation Gap
Social Studies School Service, 1-1½ hours
Players: 4-10
Interaction is simulated between a parent and an adolescent with respect to certain issues on which they have opposing attitudes. Conflict is presented within a context of rules which reflect "the structure of power and independence in a family." The purpose is to emphasize that "conflicts can be ventilated through communication."

Parent-Child
Academic Game Associates, Johns Hopkins University
The relationship between a parent and an adolescent is simulated in respect to five issues which are perceived differently by both.

UNIT NINE

PEER RELATIONSHIPS

INTRODUCTORY STATEMENT

"I don't know what's the matter with Bob. All of a sudden this year he's Mr. Cool."

"Ya. He used to be sucha nice guy before he started running around with Jim Crane and his crowd of jocks."

"I don't think he's as bad as that group yet. In fact, I ran into Bob at the game last week and he was like he always was. But, wow, when he's at school with that crowd around him, he's a different person."

"I wouldn't waste time thinking about it. He's chosen to stay away from us. We didn't change. He did."

Peers play an important role in an adolescent's world. Ties with parents are usually looser as greater independence from them is achieved. Furthermore, relationships with family members are frequently so charged with conflicting emotions during adolescence that many areas of the adolescent's life and behavior become difficult to share with parents. Many parents do not desire or in most cases are unable to share the painful feelings of adolescence. Consequently, many parents have difficulty in understanding and sharing the problems of adolescents even though they may make an effort to do so and are sincerely interested in their children.

Interested and competent peers may sometimes help to provide not only an escape in terms of psychological and physical separation, but also provide sources of understanding and support as well as an alternative set of values for achieving mutually rewarding interpersonal interactions. In fact, Peter Blos, Anna Freud, and others have observed that adolescents may provide an important opportunity, sometimes the last major opportunity, for repairing psychological damage of earlier years and for developing more rewarding relationships with others. A mature, warm, genuine peer may play a crucial role in helping a boy or girl to gain a clear concept of self, problems, and goals.

Of course, there is another side to the story. Relations with peers during adolescence may also be harmful. For example, the boy or girl who is put down, laughed at, or rejected in initial efforts to join a high school clique may become quite anxious and avoid social interaction at school. Furthermore, adolescents may be pressured by a group of peers to suspend their own better judgment and engage in behaviors that they may later regret. These may range from gang attacks on innocent people or rampages at rock concerts to drug abuse.

Obviously it is highly desirable that an adolescent's experiences with peers be positive since relations with both same sex and opposite sex peers become a prototype for later adult relationships. This unit will not make the outcast suddenly popular nor convince the tight cliques to permit others to join their group. Hopefully, it will sensitize the students to the importance of their peer relationships and facilitate their communication experiences with their peers.

INSTRUCTIONAL OBJECTIVES

1. Without the use of notes, the student will be able to define what is meant by the term crowd as applied to peer relationships.
2. The student will be able to describe the characteristics of the crowd.
3. Without the use of notes, the student will be able to define the term clique as applied to peer relationships.
4. The student will be able to identify the characteristics of the clique.
5. The student will be able to list the factors that come into play in the formation of crowds and cliques.
6. Without the use of notes, the student will be able to define the term friendship.
7. The student will be able to list the five conditions that usually exist for friendship to occur.
8. The student will be able to explain why a common age is usually a condition for friendship.
9. The student will be able to explain why a

similar intelligence level can bind people into friendship.

10. The student will be able to describe how common interests bind people into friendship.
11. The student will be able to describe how similar economic status is a condition for friendship.
12. The student will be able to explain why like career goals is a condition for friendship to occur.
13. The student will be able to list the eight factors crucial to friendship identified by high school students participating in Tedeschi's study.
14. The student will be able to describe how the quality of genuineness operates in a friendship through description of that quality in an actual friendship.
15. The student will be able to explain the factor of emotional accessibility through description of an actual friendship.
16. The student will be able to explain the quality of total acceptance of faults operating in an actual friendship.
17. The student will be able to describe the quality of willingness to endure costs operating in an actual friendship.
18. The student will be able to explain the concept of ego-reinforcement in a friendship.
19. The student will be able to write a paper in which he/she will describe his/her crowd or clique and analyze the factors which bind the members.
20. The student will be able to write a paper in which he/she analyzes a close friendship by explaining the factors that helped develop that relationship.
21. The student will be able to describe why admiration is a factor in a friendship by providing an example of it in an actual friendship.
22. The student will be able to describe how similarities in age, sex, hobbies, etc., play a functional role in a friendship.
23. The student will be able to explain how gift-exchanging plays a functional role in an actual friendship.
24. The student will be able to list the two ways that close friendships function.
25. The student will be able to describe the two ways a close friendship functions through an illustration from an actual friendship.
26. The student will be able to list the two types of roles in the friendship relationship.
27. The student will be able to define what is meant by the symmetrical relationship without the use of notes.
28. Without the use of notes, the student will be able to define what is meant by the term complementary relationship in a friendship.
29. The student will be able to explain why people can be equally content in both types of relationships.
30. The student will be able to write an essay in which he/she analyzes an actual friendship in terms of symmetrical or complementary roles.
31. The student will be able to list the circumstances under which friendships change.
32. The student will be able to describe how the subject under discussion may control the roles of the friends through providing an experienced illustration of this phenomenon.
33. The student will be able to identify the three ways role relationships in a friendship change over time.
34. The student will be able to write a paper which chronicles the actual changing of a role relationship in a recent friendship.
35. The student will be able to explain how emotional communication to others determines their response.
36. The student will be able to explain why pre-adolescent and early adolescent friendships are usually among members of the same sex.
37. The students will be able to list the characteristics of early dating stages.
38. Students will be able to account for the factor of superficial conversations between partners in the early dating stage.
39. The student will be able to account for the factor of false interest in the other person during the early dating stage.
40. The student will be able to describe and give examples of the phenomenon of manipulation of sexual acttractiveness during early dating stages.
41. The student will be able to write a paper analyzing his/her early dating experiences in light of the characteristics of the early dating stage discussed in class.
42. The student will be able to list the six characteristics of later dating experiences.
43. The student will be able to describe the function of honesty in mature dating relationships.
44. The student will be able to describe the function of trust in mature dating relationships.
45. The student will be able to describe the function of openness in the mature dating relationship.
46. The student will be able to describe the

process of self-disclosure in the mature dating relationship.

47. The student will be able to explain the phenomenon of deep emotional attachments in the mature dating relationship.
48. The student will be able to explain the phenomenon of placing less importance on physical attractiveness in the mature dating relationship.
49. The student will be able to write a paper in which he/she analyzes a serious dating relationship using the six characteristics of a mature dating relationship as a framework or guide for discussion.

CONTENT OUTLINE

I. Adolescent peer relationships, i.e., relationships among fellow adolescents, oftentimes involve more than one other individual.
   A. The crowd or set is the least personal association one has and is a large group (approximately 30) of individuals with mutual interests, likes, and social ideals.
      1. Members of a crowd do not necessarily share close relationships.
      2. The crowd is the center for organized social activities such as parties.
   B. The clique is composed of individuals (approximately seven to nine) with a higher degree of association than the crowd; thus the members of a clique have more personal characteristics in common.
      1. Members of cliques are good friends and know each other well.
      2. Clique activity is spontaneous, and occurs with more frequency than crowd activity.
   C. Crowds and cliques are formed because of varied factors where one or many come into play.
      1. Similarity of ethnic background is often a condition shared by members of a crowd and clique.
      2. Similiarity of hobbies is often a condition shared by members of a crowd and clique.
      3. Close residential proximity usually exists among members of a crowd and clique.
      4. Similarity of social and economic status is usually shared by members of a crowd and clique.
      5. Similar intelligence level is usually shared by members of a crowd and clique.
      6. Similarity in maturity level is usually shared by members of a crowd and clique.

II. Friendship, the sharing of feelings and thoughts between two people, is the closest interpersonal relationship one can develop.
   A. Friendships are likely to develop between people who share a number of obvious personal and social characteristics.
      1. A common age usually exists between friends.
      2. A common level of intelligence usually exists between friends.
      3. Common interests usually exist between friends.
      4. Similar socio-economic status usually exists between friends.
      5. Like career goals usually exist between friends.
   B. Over 1,000 high school and college students identified the following factors as crucial to friendship.
      1. Genuineness, or the expectation that a friend will be open, honest, and straight-forward is a factor crucial to friendship.
      2. Emotional accessibility of a supportive friend is a factor crucial to friendship.
      3. Total acceptance of each other's faults and weaknesses is a factor crucial to friendship.
      4. The willingness to endure costs such as giving up other activities for each other is a factor crucial to friendship.
      5. Ego-reinforcement or the expectation that a friend will provide social reinforcements in the form of sympathy or empathy is a factor crucial to friendship.
      6. Admiration for each other is a factor crucial to friendship.
      7. Similarity in age, sex, hobbies, ethnic background is a factor crucial to friendship.
      8. Exhchange of gifts for holidays and birthdays is a factor crucial to friendship.
   C. Close friendships function in two ways:
      1. Friendships help one to deal with feelings about self and others as these feelings are shared.
      2. Friendships help one to define self and take pride in self.
   D. In friendship relationships, people can assume various roles:

1. In a symmetrical relationship, both persons involved view each other as equals and are agreeable in life style, interests, and views of controversial issues.
2. In a complementary relationship, one person assumes a dominant or superior position, and the other person assumes a subordinate or inferior position.
3. One type of relationship is not better than the other; people can be equally content with both types of relationships.

E. Relationships can change under varied circumstances.
1. The subject under discussion may control whether one person dominates the discussion or assumes the decision-making role.
2. Role relationships change over time.
a. Early in a relationship, a person's need for security may control whether he or she is submissive or dominant.
b. As a person learns more about the world through experience and education, he or she may assume a different role with a friend.
c. Some relationships even end as needs of participants change.

F. Emotional communication to others determines how they respond to us.
1. A person who is openly friendly and determined to make friends will most often elicit a positive response.
2. A person who is cool to others and perhaps openly hostile, will elicit hostility.
3. A person who trusts another person with personal information about themselves will most often elicit a trusting response.

III. Relations with opposite sex peers take on new significance in adolescence.
A. During preadolescence and very early adolescence, close friendships are usually among members of the same sex because at this time in life a young person is more likely to find someone with common interests, talents, and skills among members of their sex.
B. As maturation continues, boys and girls begin to pay more attention to one another and heterosexual interests increase.
C. The early dating stage is characterized by three factors.
1. Superficial conversations between partners take place.
2. False interest in the other person occurs.
3. Manipulation of sexual attractiveness begins.

D. Later dating is characterized by six factors.
1. Honesty between partners occurs.
2. Trust between partners develops.
3. Openness between partners occurs.
4. Partners begin to self-disclose.
5. The relationship becomes deeply emotional.
6. Less importance is placed on physical attractiveness.

LEARNING ACTIVITIES

I. Learning Activities Related to the Crowd and Clique
A. Ask each student to write an essay in which he/she describes the crowd or set to which he/she belongs, and explains why he/she has membership.
B. Ask each student to write an essay in which he/she describes the clique to which he/she belongs and analyzes the factors which bind these people closely. This assignment and the one above may be journal entries.
C. Ask each student to list five of his/her most important beliefs. For each belief, make a list of all the people in the clique to which he/she belongs who share it and another list of members of the clique who do not share it. For some beliefs there may be no entries for the second list. Tell students to check their lists by discussing their beliefs with their clique. Ask them to report the accuracy of the lists to the class and explain the reason for the results.
D. Ask each student to make a list of things, people, ideas against which he/she is prejudiced. For each of these prejudices, he/she will make a list of all the members of his/her clique who share them and make another list of those who do not share them. Tell students to check their lists by discussing their prejudices with their clique. Ask them to report the accuracy of their lists to class and explain the results.
E. Ask students to role play the following situations: A new person in

school is trying very hard to enter a popular social clique. Four members of the clique are having lunch together in the cafeteria when the new person sits down, uninvited, and joins in on the conversation. The other members of the clique do not want this person hanging around.

F. Ask students to make a list of some of the cliques that exist in their school. Then, have them describe the distinguishing features of each of these groups such as: the way they dress, where they "hang out," what they do for amusement, what type of courses they take, what career goals they have, the extra-curricular activities that take up their time, etc. If the class is open, this can be a fun exercise to do in groups or as a full class discussion. Students will begin to see a pattern in the formation of these cliques.

II. Activities Related to the Formation and Function of Friendship

A. Ask students to make a list of their current friends, and rank them in terms of closeness to themselves. Then, ask them to answer the following questions:
   1. Which one of these friends would you turn to if you needed to confide in someone about a serious problem you are having at home?
   2. In what ways are the people on your list alike?
   3. Do you feel that they all would or do like each other? Why? Why not?

B. Ask students to write an essay or journal entry in which they fill in the blank: I wish I had a friend who _____; or an essay entitled: "The Day I Discovered What True Friendship Was."

C. Have students respond either orally or in their journal to the following questions:
   1. Do you have any friends who you would like "to get rid of" because they like you in a way that you do not like them?
   2. How are you handling or would you handle such a situation?

D. Most people think that friendships are based solely on similarities; however, some good relationships are built upon differences that complement each other. For example, a shy person may be attracted to someone who is outgoing. Ask students to look at their list of friends and list differences that exist between their friends and themselves.

E. To the students: Try sitting down with a close friend and laying out for one another the major reasons that each of you have for liking each other. Also discuss some factors that you don't like about each other if you feel you can be open with each other.

F. Ask students to list a few of the names of their close friends. Then, have them label each of these relationships with these friends either complementary or symmetrical. Students may discover that the relationships are difficult to pinpoint and in turn arrive at the conclusion that the subject of conversation, point of relationship, time, or place of a relationship influences the type of relationship at hand.

G. If the class has read a novel or viewed a motion picture together, discuss the relationships among the characters in terms of complementary/symmetry and/or changing relationships. An excellent novel and film that can be effectively utilized for this discussion is Carson McCullers' *The Heart is a Lonely Hunter*. A paper may come out of this discussion as well.

H. Ask students to discuss relationships that they no longer have with former good friends and analyze what happened in those relationships. This may be a journal entry or an essay assignment.

I. Ask students to role play the following situations:
   1. Three people are "acquaintances." One of them is close to both people and considers himself/herself a good friend to both. The other two people do not like each other. The three meet at a ball game with the one person who is close to both seated between them. Depict the confusion and frustration of the middle person as the two others fight for position.
   2. Two good friends with a symmetrical relationship are working for a county park system for the summer. When they arrive at the concession stand where they are to work, one of them discovers that he/she has been put in charge of that stand

with the other person the aide or helper. Portray a scene which may depict problems beginning to occur in this relationship.

3. An openly friendly person elicits a positive response to overtures of friendship.
4. A hostile person elicits a hostile response.
5. Two acquaintances find themselves next to each other on a two-hour bus ride. One of the persons wishes to become closer friends with another and begins to talk about his/her private life. Use same sex students for this exercise.

III. Activities Related to Relationships with the Opposite Sex

A. Ask students to account for their pre-adolescent friendships. An in-class discussion and/or journal entry describing these relationships may take place.

B. Ask students to observe the interaction between pre-adolescents (younger siblings perhaps) who say they are "best" friends. Students should probe their selected pre-adolescents in order to discover why they are "best" friends. The five friendship factors could be the basis for the questioning. Students may present their reports in oral or written form for class discussion.

C. Ask each student to relate their first "crush" on a peer of the opposite sex. These narratives can take place in small groups or in a full class discussion. A journal entry on this matter is also recommended. Try to get each student to relate the factors which caused as well as ended this experience.

D. Ask each student, or those students who are more open and inclined to self-disclosure, to relate an early dating experience or a "first date" experience. Besides enjoying the humorous aspects of the narrative try to encourage students to analyze these situations in terms of the early dating stage discussed in class. This narrative can also be a paper assignment.

E. Ask students to role play a first date or early adolescent dating experience by exaggerating the characteristics of such an event: superficial conversation, false interest, manipulation of attractiveness, etc. Students given to dramatize may "stage" this date on videotape if the equipment is available. The videotape can then be viewed and discussed in class.

F. Ask students to write a sketch and role play the break up of a dating relationship. This scene should emphasize a lack of one or more of the following qualities of a good dating relationship: honesty, trust, openness, self-disclosure, emotional attachment, etc. Discuss and analyze each skit.

G. Ask each student to tell their favorite "love story" whether it be from a film, novel, history, etc. Ask them to describe what factor(s) make it so special to them. This assignment may also take the form of an essay assignment.

H. Give a theme assignment that calls for an analysis of a good dating relationship the student has had or is having at the present time. Some students may be reluctant to disclose this information however.

IV. Activities Related to the Entire Unit

A. Assign a history of a clique in which the student accounts for the formation and endurance of this phenomenon.

B. Assign a history of a friendship (one that has ended or is still in existence) in which the student accounts for the formation and endurance of this relationship.

C. Develop a class sociogram by asking each student to identify their three best friends. The teacher may want to discuss the resulting network while masking the names of the individuals.

INSTRUCTIONAL ASSESSMENT

I. Some of the work performed in the learning activities may be evaluated. For example:

A. Evaluate the essay on the crowd or set.
B. Evaluate the essay on the clique.
C. Evaluate the students' analysis of their friendships in terms of complementary/symmetrical roles.
D. Evaluate the analysis of the relationships among friends in *The Heart is a Lonely Hunter*.
E. Evaluate the essay on former relationships.
F. Evaluate the students' role playing activities in class.

G. Evaluate the report on pre-adolescent friendships.
H. Evaluate the "first date" paper or narrative orally delivered in class.
I. Evaluate the essay on a favorite "love story."
J. Evaluate the essay on a good dating relationship.
K. Evaluate the history of a clique.
L. Evaluate the history of a friendship.

II. The students' grasp of the basic information of this unit may be assessed either in a short written quiz or in a unit test. Students should be able to:
A. Define the following terms:
1. Crowd
2. Clique
3. Friendship
4. Symmetrical relationship
5. Complementary relationship
B. List the factors that come into play in the formation of crowds or cliques.
C. List the five conditions that usually exist for friendship to occur.
D. List the eight factors crucial to friendship identified by high school and college students participating in Tedeschi's study.
E. List the two ways a close friendship functions.
F. List the two types of roles in the friendship relationship.
G. List the circumstances under which friendships change.
H. List the characteristics of the early dating stage.
I. List the six characteristics of later dating experiences.
J. Describe:
1. The characteristics of the crowd and clique.
2. The conditions that usually exist for friendship.
3. The two ways a close friendship functions.
4. How the two types of roles operate in a friendship.
5. Why friendships change.
6. The early dating stage.
7. The later, mature dating stage.

UNIT SOURCES

Berscheid, Ellen, and Elaine H. Walster, *Interpersonal Attraction,* Reading, Massachusetts: Addison-Wesley Publishing Company, 1969. This book presents a detailed explanation of the factors affecting the attraction variable in interpersonal communication.

Brislin, Richard W., and Steven A. Lewis, "Dating and Physical Attractiveness," *Psychological Reports,* 22 (1968): 976. A brief discussion of the role of the physical factor in attraction is presented here.

Byrne, Don, Oliver London, and Keith Reeves, "The Effects of Physical Attractiveness, Sex, and Attitude Similarity on Interpersonal Attraction," *Journal of Personality*, 36 (1968): 259-271. A scholarly presentation of those variables which are important in teenage dating is given.

Driscoll, R., K.E. Davis, and M.E. Lipsitz, "Parental Interference and Romantic Love: The Romeo and Juliet Effect," *Journal of Personality and Social Psychology,* 24 (1972): 1-10. Fascinating analysis of the role of parents in the love relationship.

Grummon, Donald L., and Andrew M. Barclay, *Sexuality: A Search for Perspective,* New York: Van Nostrand Reinhold Company, 1971. The essays in this collection take up such topics as sex and personal development, the nature of sexuality, and sex education.

Horowitz, Herbert, "Interpersonal Choice in American Adolescents," *Psychological Reports,* 19 (1966): 377-374. This is a dated but still revealing article on peer choices among teenagers.

Huston, Ted L., ed., *Foundations of Interpersonal Attraction,* New York: Academic Press, 1974. This college level text is a collection of essays concerned with the affective bases of social relationships. Tedeschi's study is included.

Mellinger, Glen D., "Interpersonal Trust as a Factor in Communication," *Journal of Abnormal and Social Psychology*, 52 (1956): 304-309. Excellent explanation of the trust variable in communication.

Norris, Jack A., *Social Studies: Human Relations: Home and Family Education*, Miami, Florida: Dade County Public Schools, 1971. This course outline, designed for grades 10-12, focuses on how and why people behave toward each other.

Audio/Visual Materials

Human Relationships: Why They Succeed or Fail
Center for Humanities, Inc., slide/cassette
Aimed at senior high and adult audiences, this program discusses the factors that contribute to friendships among peers and others.

Life Issues of Young Teens
Society for Visual Education, Inc., Filmstrip, #F792-SAR
Specifically geared for the junior high student, this filmstrip will stimulate class discussion toward matters of dating, parents, choosing a career, etc.

Peer-Dating Problems of Young Teens
Society for Visual Education, Inc., Filmstrip, #F792-SAR
Junior high dating relationships are explored in detail. Good discussion stimulator.

Popularity Problems of Young Teens
Society for Visual Education, Inc., Filmstrip, #785-SAR
This set of four filmstrips and two records address the popularity issue as one of the crucial factors of teen happiness.